Charleston County SCHOOL DISTRICT — excellence is our standard

CCSD BOARD OF TRUSTEES AGENDA

December 14, 2015
75 Calhoun St., Charleston, SC 29401

VISION 2016 — CHARLESTON ACHIEVING EXCELLENCE

I.	**EXECUTIVE SESSION 4:15p.m.**		
	1.1:	**Home School Applications (10 minutes) – Ms. Patsy Pye** *The Board will consider a recommendation from the Strategic Education Committee regarding Home School Applications.*	**Action**
	1.2:	**Personnel Contracts – Dr. Gerrita Postlewait** *The Board will receive information regarding personnel contractual matters.*	**Action**
	1.3:	**District 20 M.B. Kahn Contract Amendments – Mr. Jeff Borowy – Mr. Jeff Borowy & Mr. Wayne Wilcher** *The Board will discuss a recommendation from the Audit & Finance Committee to approve this item.*	**Action**
	1.4:	**Legal Update – Mr. John Emerson** *General Counsel will brief the Board on a legal matter.*	**Information**
	OPEN SESSION 5:15p.m.		
II.	**CALL TO ORDER, INVOCATION/MOMENT OF SILENCE, & PLEDGE of ALLEGIANCE**		
III.	**ADOPTION OF AGENDA**		**Action**
IV.	**APPROVAL OF MINUTES/EXECUTIVE SESSION AGENDA ITEMS**		**Action**
	4.1:	**A. Open Session Minutes of November 9, 2015** *The Board will consider a recommendation to approve the November 9, 2015 minutes.*	**Action**
		B. Open Session Minutes of November 16, 2015 *The Board will consider a recommendation to approve the November 16, 2015 minutes.*	**Action**
	4.2:	**Executive Session Action Items**	**Action**
V.	**SPECIAL RECOGNITIONS**		
	5.1:	**A. NAGC Gifted Coordinator Award**	**Recognition**
		B. P-Card Rebate	**Recognition**
VI.	**VISITORS, PUBLIC COMMUNICATIONS**		
VII.	**SUPERINTENDENT'S REPORT – Dr. Gerrita Postlewait – Superintendent of Schools**		
	7.1:	**A. Financial Concerns and Response – Dr. Gerrita Postlewait**	**Information**
	7.2	**Financial Report – Mr. Glen Stiegman**	**Information**
	COMMITTEE REPORT(S)		
	Transportation Committee Meeting		

	NOTE: *The following items are coming to the Board without recommendation, since a quorum was not present at the committee meeting.*		
VIII.	**8.1:**	**A. Middle School Bell Times – Mr. Jeff Borowy & Mr. Jeff Scott** *The Board will consider a recommendation to approve the Middle School Bell Times.*	**Action**
		B. Transportation Committee Charter – Mr. Jeff Borowy & Mr. Jeff Scott *The Board will consider a recommendation to forward the Transportation Committee Charter to the Policy & Personnel Committee for approval.*	**Action**
	Strategic Education Committee		
	8.2:	**A. Montessori Options – Re-Alignment – Mrs. Runyon & Mr. Sean Hughes** *The Board will consider a recommendation from the Strategic Education Committee to adjust attendance zones for Montessori schools for Districts 3, 9, 10, and 23 in order to provide equitable access to Montessori programs for students in these districts.*	**Action**
		B. *Reducing the Risk* Curriculum Revisions – Ms. Sandy Brossard *Upon a recommendation from the Health Advisory Committee, the Strategic Education Committee recommends adopting the revised curriculum that is currently being used in CCSD schools as well as the Revised 5th edition (2015).*	**Action**
		C. *Heritage Keepers* Curriculum Revisions – Ms. Sandy Brossard – Ms. Sandy Brossard *Upon a recommendation from the Health Advisory Committee, the Strategic Education Committee recommends adopting the revised curriculum that is currently used in CCSD schools.*	**Action**
		D. *A Teen's Guide to Sexuality: Building Healthy Relationship Skills* – Ms. Sandy Brossard *This program was adopted previously by CCSD and has been in use for many years without the Health Advisory Committee's approval. The HAC has now approved the materials. To correct a technicality, the Strategic Education Committee recommends the Board vote to affirm the use of the supplemental workbook already in use.*	**Action**
		E. Prestige Academy Charter Application – Mr. John Emerson & Mr. Bob Olson *The Board will consider a recommendation from the Strategic Education Committee regarding the new charter school application.*	**Action**
		F. Raising the SC Legal Dropout Age – Ms. Patsy Pye *The Board will review a letter to the local Legislative Delegation supporting Mark Epstein's effort to raise the legal dropout age in South Carolina to 18.*	**Action / Information**
	Policy & Personnel Committee		
	8.3:	**A. Health Advisory Committee Vacancies – Mr. John Emerson** *The Board will consider a recommendation from Policy and Personnel Committee to fill four vacant HAC positions in accordance with requirements of a state statute.*	**Action**
		B. Policy IG- Curriculum Development, Adoption and Review and Development – Ms. Sandy Brossard *The Board will consider a recommendation from Policy and Personnel Committee to approve the first reading of policy IG and the rescinding of policies IHAAA and IKE upon adoption of the Second Reading.*	**Action**
		C. Survey of Board Development Areas of Interest – Dr. Postlewait *The Board will discuss a list of possible topics for Board Development.*	**Action**

	Audit & Finance Committee		
	8.4:	**A. FY 2015 Audit – Mr. Glen Stiegman** *The Board will consider a recommendation from the Audit & Finance Committee to place into public record the FY 2015 Annual External Audit Report.*	**Action**
		B. 946 Whipple Road Early Lease Termination - Mr. Jeff Borowy *The Board will consider a recommendation from the Audit & Finance Committee to approve the early lease termination for the property at 946 Whipple Road.*	**Action**
		C. Configuration of Otranto Campus to Relieve District 4 Overcrowding – Mr. Jeff Borowy *The Board will consider a recommendation from the Audit & Finance Committee to use of the Otranto campus, beginning 2016-17 to relieve overcrowding at Ladson, A.C. Corcoran, and Northwoods Middle.*	**Action**
	POTENTIAL CONSENT AGENDA ITEMS		
IX.	**9.1:**	**A. Financial Minutes – November 9, 2015 – Mr. Glen Stiegman** *The Board will consider a recommendation to approve the November 9, 2015 Financial Minutes.*	**Action**
		B. Financial Minutes – November 16, 2015 – Mr. Glen Stiegman *The Board will consider a recommendation to approve the November 16, 2015 Financial Minutes.*	**Action**
		C. Updated Financial Minutes – October 26, 2015 – Mr. Glen Stiegman *The Board will consider a recommendation to approve the October 26, 2015 Updated Financial Minutes.*	**Action**
		D. Head Start/Early Head Start Financials – October – Ms. Ruth Taylor & Ms. Avis Rock *The Board will receive the Head Start/Early Head Start Financials as information.*	**Information**
X.	**WRAP-UP COMMENTS**		

Charleston County Schools
Financial Concerns and Response

Presented to the
Charleston County School District
Board of Trustees

December 14, 2015

Prepared by:

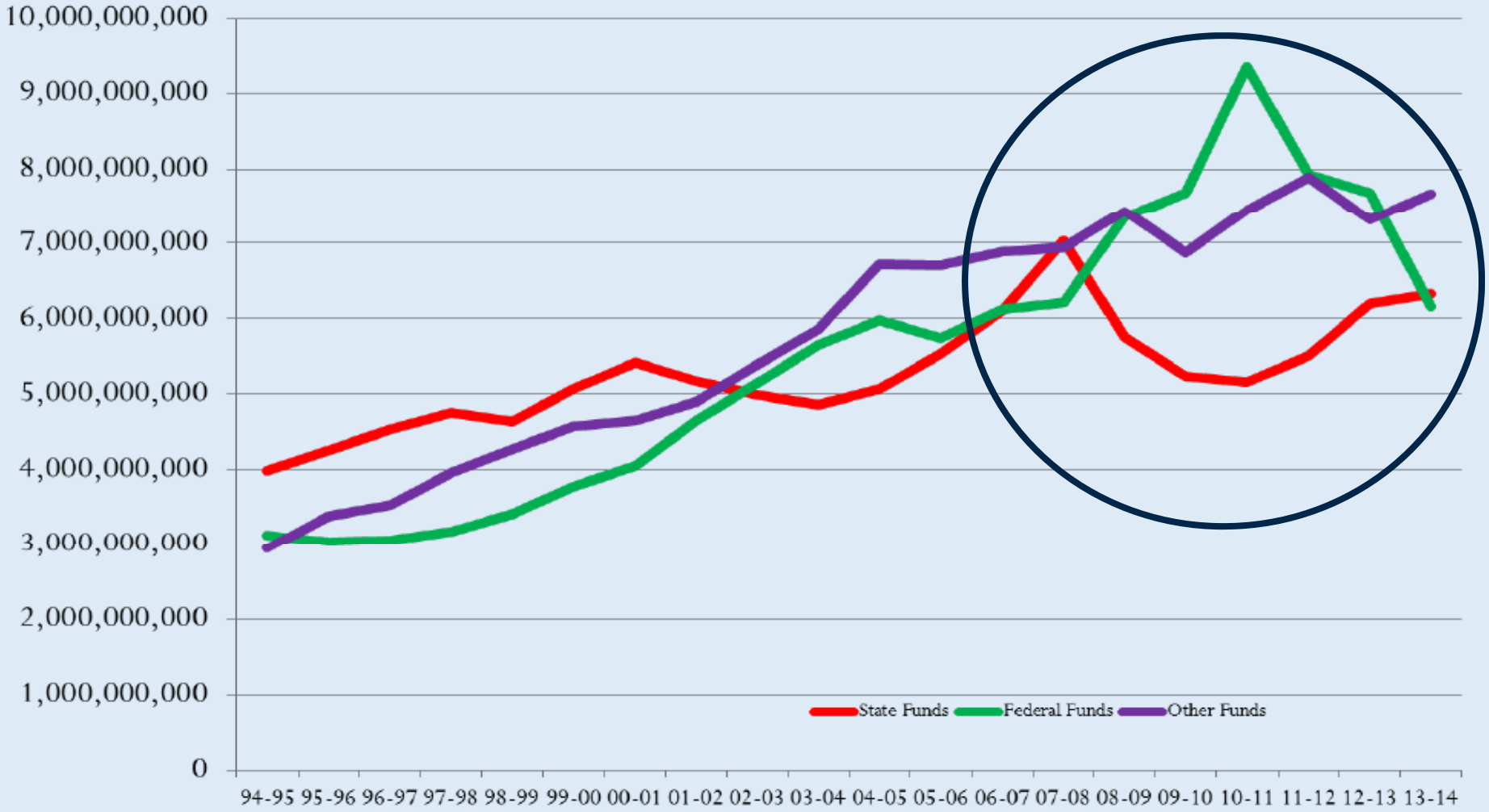
Dr. Gerrita Postlewait
Superintendent of Schools

Priorities

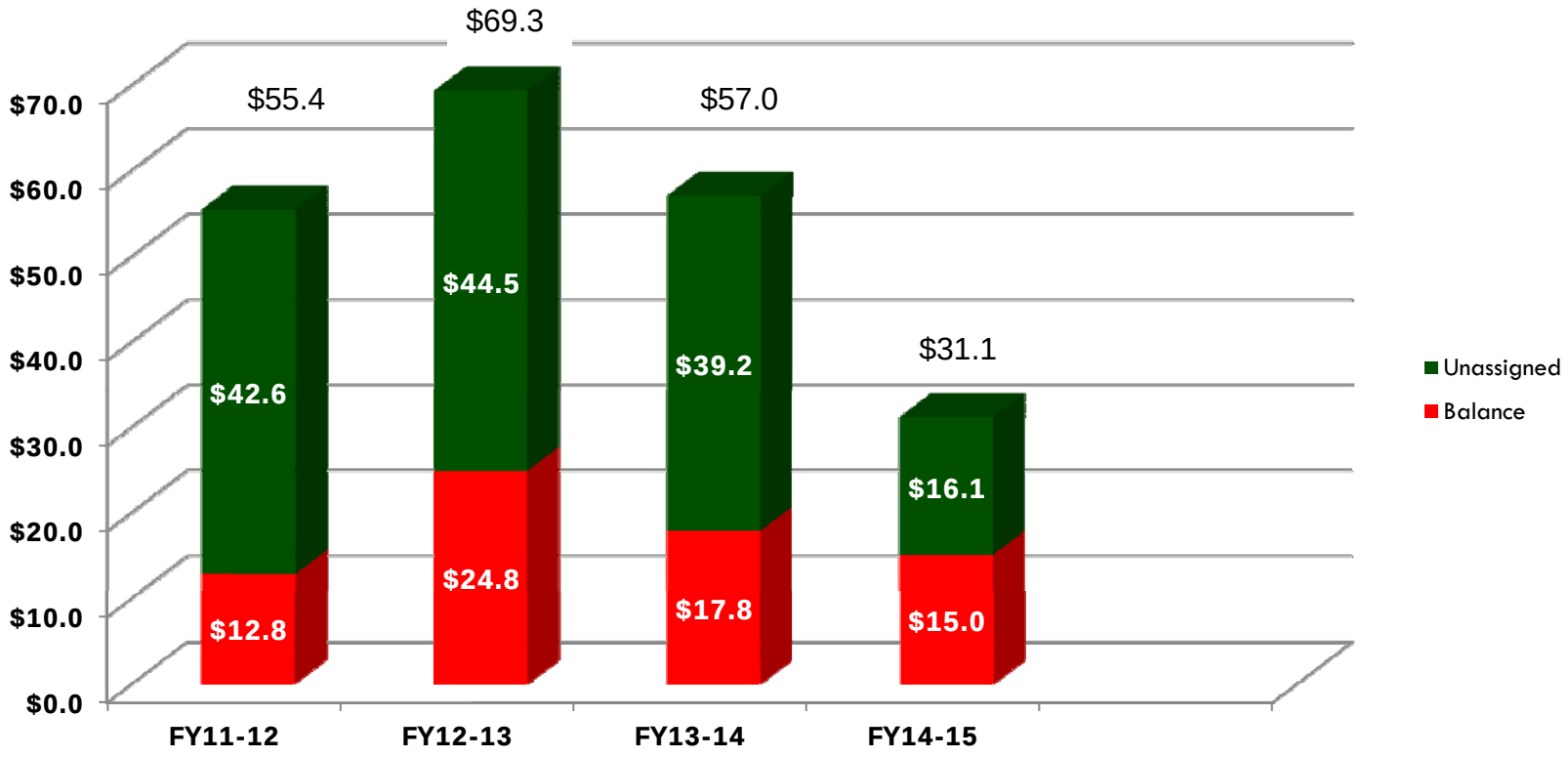
- Address the Readiness Gap
  - Literacy Improvement
  - Career or College Entry Rates
- Develop a Five-Year Strategic Plan
- Stabilize the District's Finances



Actual Expenditures by Source – South Carolina



Fund Balance



Over 90% Reduction in Unassigned Fund Balance over 4 Years

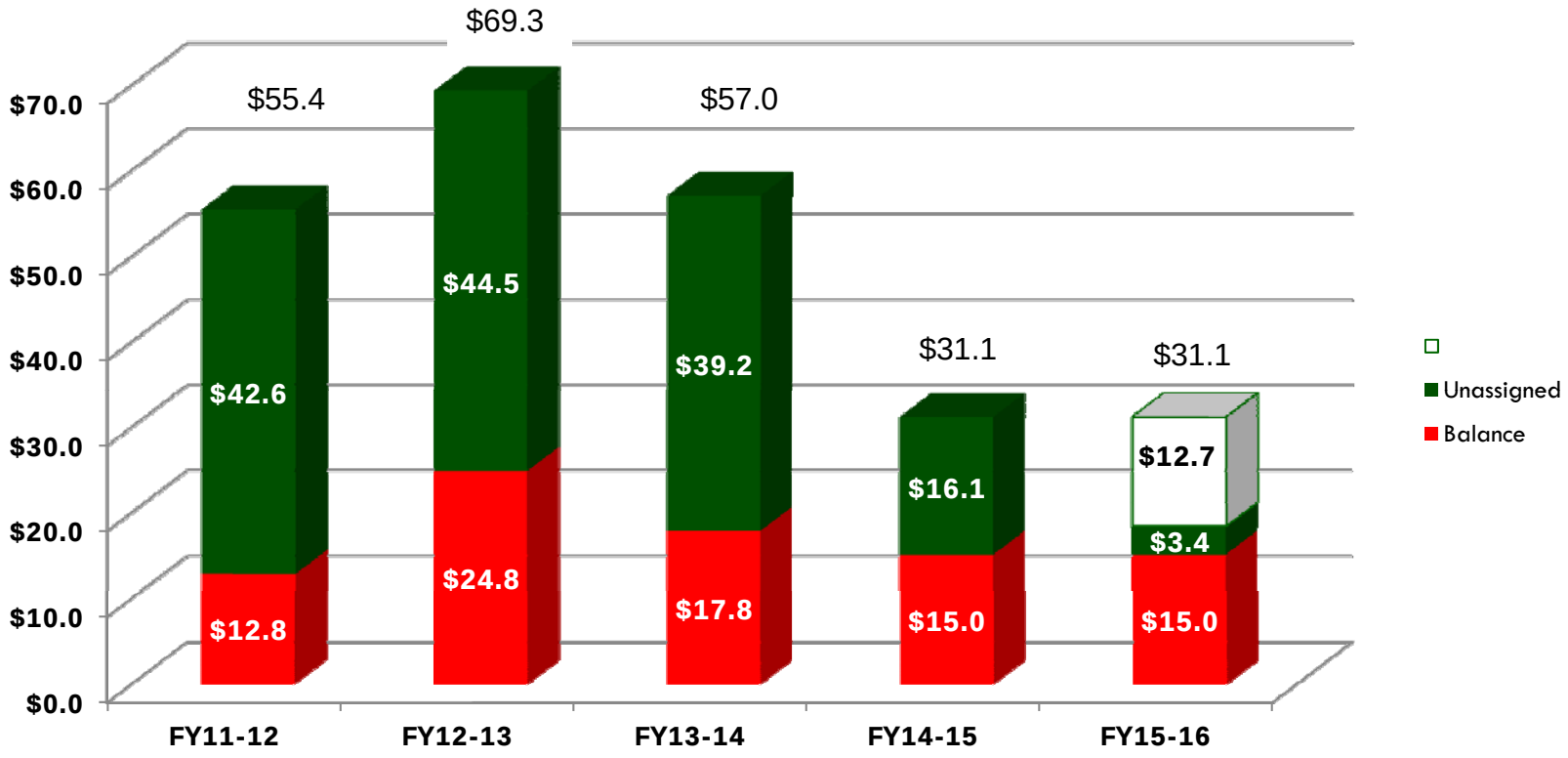
2015-16 Budget Challenges

- The Board of Trustees approved a General Operating Fund Budget of $426.7 million.
- Unless we take measures to reduce it, the salary account is predicted to exceed budget by $7.6M.
- With reductions we have implemented, our estimate of the salary and benefits budget shortfall is $4.1 million.

2015-16 Budget Challenges

- Current estimate of the printing shortfall is $975,000.
- Current estimate of the utilities budget shortfall is $1.3 million.
- Left unchecked, our estimate of total expenditures over budget is $12.7M. We hope to be able to curtail spending by half that amount, ending the year with a total budget shortfall = $6.4 million.

Fund Balance



Over 90% Reduction in Unassigned Fund Balance over 4 Years

Why is the Fund Balance Important?

- Impact on the District Bond Rating could be negatively impacted if fund balance declines.
- A lower bond rating would likely result in higher borrowing interest rates, costing taxpayers more money.
- Fund balance decline will mean increased borrowing for short term tax anticipation notes and possibly at a higher interest rate.
- Recovering a better bond rating after a downgrade is a multi-year process.

Ensuring Future Financial Stability

- Changes in Practice
- Changes in Policy
- Budget Reductions
- Systemic Issues
- Longer-Term Considerations

Changes in Practice



Changes in Practice

- Reducing the degree of distributed authority, school-based autonomy (examples follow).

- The financial staff has ceased an ongoing practice of schools and departments submitting point change forms (PCF). The PCF is the practice of adjusting the school allocations to "buy" more staff. For example, changing an allocation for a teacher to buy two teacher assistants, or saving a .5 teacher allocation until second semester to buy a 1.0 teacher. With all of the position movement the District was never able to stop and reconcile the payroll budget.

- There will be a new process for point changes: July 1, 2016 to 7th day – no changes. After October 1, 2016 – no changes.

Changes in Practice

- The Contract Recommendation Form (CRF) is a budgeting document used to identify all positions in accordance to the number of allocations. The finance staff has reconciled the CRF to ensure schools have not exceeded allocations.

- The staff also reconciled the employees' actual payroll to the payroll budget after visiting each school to make sure everyone at the school was accounted for.

Changes in Procedure

- Once this reconciliation was completed the finance staff was able to create a comprehensive list of general operating fund vacancies. We are in the process of verifying the list with the Human Resources Department.

- An email was sent out to every school and department that shows a deficit in the printing and overtime accounts instructing schools to cover the deficits.

- The finance staff is reviewing all “lump sum” forms submitted for payment for availability of budget.

Changes in Procedure

- We have implemented the payroll encumbering module in the MUNIS system. Benefit encumbering will be implemented in January. This process will help departments monitor the payroll budget.

- Human Resources is reviewing the use of Kelly Services:
  - Ensuring substitute work is charged to correct funding sources.
  - Means of acquiring subs is inefficient. Moving toward a single point of contact in every school.

System Utilization

Fully utilize and integrate financial software (MUNIS) and legacy systems (KRONOS, AppliTrack, KASS, Harbor, etc.) to create an environment of accuracy, efficiency, and reduction of human error.

- Continue district-wide implementation of KRONOS (electronic timekeeping system).
- Ensure timely system upgrades and training.

Budget Control

Provide training and tools to allow principals/managers the ability to oversee, in real-time, their school/department Board approved budget and ongoing expenditures; thus creating shared fiscal responsibility.

- Mandatory district-wide training focused on accessing and understanding year-to-date variances within each account associated with the school/department.
- Implement monthly budget vs. actual reviews by school/ department.
- Utilize MUNIS to generate accurate and up-to-date staffing reports.

Accountability

Consistently hold employees accountable for adhering to defined policies, procedures, and best practices.

- Institute effective practices, procedures, and policies and adhere to them. "Exceptions" result in inconsistencies, inefficiencies, and low credibility. They also make the District susceptible to employee complaints, negative press, audit findings, and lawsuits.

- Incorporate a budget management related line item within the established performance evaluation tool.

- Enforce the already established progressive discipline policy (GBEBAA) for any employee who fails to observe defined policies and procedures.

Changes in Policy

- We have reviewed 13 operational and finance policies and recommend changes to ensure consistency and coherence. We are also comparing our policies to those of other similar districts.

- No major policy changes are recommended. We will develop administrative regulations and implement them with fidelity.

- We will bring recommended policy “clean up” to Board in the coming months.

Short-Term Budget Adjustments (Examples)

- Hire only essential (mission critical) positions, both central and school based.
- Eliminate all overtime (exceptions for identified positions such as first responders, facilities).
- Eliminate all non-essential travel for the remainder of 2016.
- Defer proposed Middle School Sports.
- Analyze carefully all contingency funds for possible savings. Only fund mission critical items.
- Point person at each school responsible for substitute teacher requests.
- Limit the professional development during instructional days.
- Work with vendor to decrease expenditures for printing and copying.

Longer-Term Budget Adjustments

- Develop and adhere to Personnel Allocation Formulae
- Identify and eliminate all Non-Required Personnel Positions
- Evaluate the Costs of Operating all Sites in the District
- Analyze Contractual Obligations in Non-Recurring Funds
- Discontinue Programs and Approaches with Little or No Discernable ROI
- Evaluate the amount CCSD spends for Charter Schools above that which is required.

FY17: Moving Toward Zero-Based Budget

Year	Fund Balance	Budget – GOF
Year 1 2015-16	Low	• Instructional Program ROI • Allocation Formula/ Personnel 1/3
Year 2 2016-17	Increasing	1/3
Year 3 2017-18	Greatly Improved	1/3
Year 4 2018-19	Stable	Full Zero-Based Budgeting System Implemented

This year: Focus on Allocation Formula and Program Impact

Efforts Underway

- Forensic Audit (expect results by February 29)
- Internal Investigations Continue
- Special Education Audit
- Transportation Route Efficiency Analysis
- District Staffing Analysis
- Examine Special Grants
- Meetings regarding District's Bond Rating
- Discussions with County Treasurer, Auditor Staff
- Five-Year Strategic Plan Effort
- Mitigation Efforts: IRS Penalty and MOE Calculations
- Council of the Great City Schools Financial Policies Review

Well-Managed Program

- Building Program
  - 2005-09 Building Program
  - 2010-2016 Building Program
  - Fixed Cost of Ownership (FCO) Program
  - Zero Findings related to these Projects
  - Three Separate Audits; No Significant Issues

Strong Controls at Multiple Levels; Adherence to Clear Procedures, Close and Continuous Monitoring.

Systemic Issues

FROM	TO
▫ Decentralization without adequate controls, checks and balances	▫ Increase centralized management, monitoring
▫ >100 currently active different revenue sources; lack of communication and coordinated effort across departments	▫ Align departments; coordinate effort and resources toward goals, outcomes
▫ Massive infusion of short-term funds (e.g. ARRA)	▫ Selectively pursue grant funds; ensure sustainability
▫ Use of non-recurring funds for recurring costs	▫ Increase accountability
	▫ Monitor frequently
	▫ Create short- and long-term financial projections

Our Intent

- To put service to students first.
- To effectively address the readiness gap.
- To involve our communities in creating a five-year plan.
- To achieve financial stability.
- To earn the public trust.



Charleston County SCHOOL DISTRICT
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BOARD AGENDA ACTION FORM (Date)			
Section:	Superintendent's Report		
Subject:	Monthly Financial Report		
Name/Department:	Glenn Stiegman, Interim Chief Financial Officer		
Agenda Item Number:	Superintendent's Report: 7.2 Financial Report		
Background:	Effective November, 2015, monthly financial reports summarizing expenditures and revenues will be presented to the Board.		
Discussion:			
Goals& Budget:			
This recommendation supports CCSD goal #:	Quality Standard 5.6: Ensure that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures (AdvancED)		
Overall budget for implementing CCSD goal:	N/A		
Request approval for funds within that budget in the amount of $:		**Funding Source** (GOF, IDEA, 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**	X**Information**	
	X**Open Session**	☐**Executive Session**	
The Board will receive the monthly financials as information.			
Person(s) Responsible for Implementation:	Glenn Stiegman		
Superintendent's Approval:	Senita Postlewait		
Board Member(s) Approval:			
Attachment(s):	☒**Yes**	☐**No**	

CHARLESTON COUNTY SCHOOL DISTRICT
FY2016 YTD Revenue November - GOF

GOF only
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Cat	OBJ	ACCOUNT DESCRIPTION	ORIGINAL ESTIM REV	ESTIM REV ADJ	REVISED ESTIM REV	ACTUAL YTD REVENUE	REMAINING REVENUE	% COLL	NOTES:
1	1110	AV TAXES	(233,217,923.00)	0.00	(233,217,923.00)	(15,183,778.13)	(218,034,144.87)	6.51%	To be rcvd beginning Dec 2015
1	1140	P&I TAXES	(9,000,000.00)	0.00	(9,000,000.00)	(1,986,448.45)	(7,013,551.55)	22.07%	
1	1280	RV LIEU TX	0.00	0.00	0.00	488,795.41	(488,795.41)	0.00%	Fee in Lieu credits
1	1310	TUIT/REG	0.00	0.00	0.00	(72,303.00)	72,303.00	100.00%	Out of County tuition (11)
1	1510	INT INVEST	(100,000.00)	0.00	(100,000.00)	(51,275.59)	(48,724.41)	51.28%	
1	1912	PR OVRPAY	0.00	0.00	0.00	(39,031.11)	39,031.11	100.00%	Repayment of PR overpaid
1	1950	REF PRIOR	(25,000.00)	0.00	(25,000.00)	(1,542.18)	(23,457.82)	6.17%	
1	1993	INS PROCDS	0.00	0.00	0.00	(100,059.98)	100,059.98	100.00%	Insurance claim revenue
1	1999	OTH LOCAL	(50,000.00)	(22,510.57)	(72,510.57)	(176,207.74)	103,697.17	243.01%	
1 Total	**LOCAL REVENUE**		**(242,392,923.00)**	**(22,510.57)**	**(242,415,433.57)**	**(17,121,850.77)**	**(225,293,582.80)**	**7.06%**	
2	2100	PAY FM OTH	0.00	0.00	0.00	15,291.50	(15,291.50)	100.00%	Res Treatment Fac due to
2	2200	PAY FM CHA	(10,000.00)	0.00	(10,000.00)	(2,872.00)	(7,128.00)	28.72%	
2 Total	**LOCAL REVENUE**		**(10,000.00)**	**0.00**	**(10,000.00)**	**12,419.50**	**(22,419.50)**	**-124.20%**	
3	3131	HNDCP TRAN	(9,000.00)	0.00	(9,000.00)	(9,169.22)	169.22	101.88%	
3	3160	BUS DR SAL	(1,479,211.00)	0.00	(1,479,211.00)	(1,048,648.91)	(430,562.09)	70.89%	
3	3161	SCH BUS DRIVER ADDITION	0.00	0.00	0.00	(11,485.59)	11,485.59	100.00%	
3	3162	TRANSP WRKRS COMP	(150,000.00)	0.00	(150,000.00)	(148,942.41)	(1,057.59)	99.29%	
3	3180	FRINGE BENEFIT EMPLOYER	(17,340,660.00)	0.00	(17,340,660.00)	(7,541,117.91)	(9,799,542.09)	43.49%	
3	3181	RETIREE INSURANCE	(9,781,137.00)	0.00	(9,781,137.00)	(3,431,511.13)	(6,349,625.87)	35.08%	
3	3311	EFA - KINDG	(2,766,364.26)	0.00	(2,766,364.26)	(1,148,931.76)	(1,617,432.50)	41.53%	To be adjusted @ 45 & 135 day
3	3312	EFA - PRIMARY	(7,976,576.85)	0.00	(7,976,576.85)	(3,312,847.35)	(4,663,729.50)	41.53%	
3	3313	EFA - ELEMENTARY	(10,917,929.46)	0.00	(10,917,929.46)	(4,534,455.63)	(6,383,473.83)	41.53%	
3	3314	EFA - HIGH SCHL	(3,606,861.01)	0.00	(3,606,861.01)	(1,498,008.50)	(2,108,852.51)	41.53%	
3	3315	EFA - TMH	(242,581.34)	0.00	(242,581.34)	(100,748.65)	(141,832.69)	41.53%	
3	3316	EFA - SPEECH	(1,077,273.24)	0.00	(1,077,273.24)	(447,416.10)	(629,857.14)	41.53%	
3	3317	EFA - HOMEBOUND	(88,717.14)	0.00	(88,717.14)	(36,846.18)	(51,870.96)	41.53%	

7.2-2

CHARLESTON COUNTY SCHOOL DISTRICT
FY2016 YTD Revenue November - GOF

GOF only
R - 2

Cat	OBJ	ACCOUNT DESCRIPTION	ORIGINAL ESTIM REV	ESTIM REV ADJ	REVISED ESTIM REV	ACTUAL YTD REVENUE	REMAINING REVENUE	% COLL	NOTES:
3	3321	EFA - E H	(211,039.00)	0.00	(211,039.00)	(87,650.50)	(123,388.50)	41.53%	
3	3322	EFA - EMH	(284,920.11)	0.00	(284,920.11)	(118,332.67)	(166,587.44)	41.53%	
3	3323	EFA - LD	(2,391,144.45)	0.00	(2,391,144.45)	(993,093.67)	(1,398,050.78)	41.53%	
3	3324	EFA - HH	(78,009.82)	0.00	(78,009.82)	(32,399.22)	(45,610.60)	41.53%	
3	3325	EFA - VH	(43,872.41)	0.00	(43,872.41)	(18,222.31)	(25,650.10)	41.53%	
3	3326	EFA - OH	(65,881.57)	0.00	(65,881.57)	(27,361.95)	(38,519.62)	41.53%	
3	3327	EFA - VOCATIONAL	(5,646,436.39)	0.00	(5,646,436.39)	(2,345,089.93)	(3,301,346.46)	41.53%	
3	3331	EFA - AUTISM	(648,239.94)	0.00	(648,239.94)	(269,229.39)	(379,010.55)	41.53%	
3	3332	EFA - GT & IB	(970,422.77)	0.00	(970,422.77)	(453,939.70)	(516,483.07)	46.78%	
3	3334	EFA - LEPP/ESL	(394,769.22)	0.00	(394,769.22)	(183,991.15)	(210,778.07)	46.61%	
3	3351	EFA - ACAD ASST	(695,177.46)	0.00	(695,177.46)	(319,272.57)	(375,904.89)	45.93%	
3	3352	EFA - POVERTY	(3,792,314.56)	0.00	(3,792,314.56)	(1,652,923.65)	(2,139,390.91)	43.59%	
3	3395	EFA - HOLD HARMLESS	(846,777.00)	0.00	(846,777.00)	0.00	(846,777.00)	0.00%	To be received June 2016
3	3810	REIM PR TX	(16,955,781.00)	0.00	(16,955,781.00)	0.00	(16,955,781.00)	0.00%	To be received Dec 2015
3	3820	HOME EXEMP	(3,557,362.00)	0.00	(3,557,362.00)	0.00	(3,557,362.00)	0.00%	To be received April 2016
3	3825	TAX TIER 3	(69,182,445.00)	0.00	(69,182,445.00)	(13,836,489.00)	(55,345,956.00)	20.00%	
3	3830	MER INV TX	(1,948,337.00)	0.00	(1,948,337.00)	(974,168.56)	(974,168.44)	50.00%	
3	3840	MAN DEP RE	0.00	0.00	0.00	(559,413.86)	559,413.86	100.00%	
3 Total	**STATE REVENUE**		**(163,149,241.00)**	**0.00**	**(163,149,241.00)**	**(45,141,707.47)**	**(118,007,533.53)**	**27.67%**	
4	4110	IMPACT AID	(106,861.00)	0.00	(106,861.00)	0.00	(106,861.00)	0.00%	
4 Total	**FEDERAL REVENUE**		**(106,861.00)**	**0.00**	**(106,861.00)**	**0.00**	**(106,861.00)**	**0.00%**	
5	5220	TRN FM SRF	(1,000,000.00)	0.00	(1,000,000.00)	0.00	(1,000,000.00)	0.00%	
5	5230	TRN EIA FD	(9,142,150.00)	0.00	(9,142,150.00)	(3,115,343.68)	(6,026,806.32)	34.08%	
5	5280	TRN IND COST - SRF	(1,723,119.00)	0.00	(1,723,119.00)	8,495.28	(1,731,614.28)	-0.49%	
5	5280	TRN IND COST - FD SRV	(1,432,002.00)	0.00	(1,432,002.00)	(561,488.49)	(870,513.51)	39.21%	
5	5300	SALE FIX ASSETS	(25,000.00)	0.00	(25,000.00)	0.00	(25,000.00)	0.00%	

7.2.3

CHARLESTON COUNTY SCHOOL DISTRICT
FY2016 YTD Revenue November - GOF

Cat	OBJ	ACCOUNT DESCRIPTION	ORIGINAL ESTIM REV	ESTIM REV ADJ	REVISED ESTIM REV	ACTUAL YTD REVENUE	REMAINING REVENUE	% COLL	NOTES:
5 Total	**TRANSFER REVENUE**		**(13,322,271.00)**	**0.00**	**(13,322,271.00)**	**(3,668,336.89)**	**(9,653,934.11)**	**27.54%**	
9	9999	USE OF FUND BALANCE	(7,792,183.00)	0.00	(7,792,183.00)	0.00	(7,792,183.00)	0.00%	
9 Total	**USE OF FUND BALANCE**		**(7,792,183.00)**	**0.00**	**(7,792,183.00)**	**0.00**	**(7,792,183.00)**	**0.00%**	
Grand Total			**$ (426,773,479.00)**	**$ (22,510.57)**	**$ (426,795,989.57)**	**$ (65,919,475.63)**	**$ (360,876,513.94)**	**15.45%**	

CHARLESTON COUNTY SCHOOL DISTRICT
YTD Expenditures November 2015 - GOF

ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANFRS/ ADJSMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBERED	AVAILABLE BUDGET	% OF BUDGET SPENT TO DATE	NOTES:
110 ADMINISTRATIVE SALARY	13,518,502.80	918,968.95	14,437,471.75	5,895,144.65	0.00	8,542,327.10	40.83%	
111 PRINCIPAL/AST PRINCIPAL SA	15,196,237.37	317,349.05	15,513,586.42	6,621,034.97	0.00	8,892,551.45	42.68%	
112 TEACHER/PROFESSIONAL ED SA	152,062,976.89	(166,189.04)	151,896,787.85	44,791,879.59	0.00	107,104,908.26	29.49%	
113 PROFESSIONAL OTHER SALARY	6,419,771.32	(25,160.12)	6,394,611.20	2,199,796.31	0.00	4,194,814.89	34.40%	
114 TECHNICAL SALARY	2,378,659.27	126,218.42	2,504,877.69	759,948.22	0.00	1,744,929.47	30.34%	
115 TEACHER AST/CLERICAL SALAR	26,841,084.77	26,449.35	26,867,534.12	8,742,272.44	0.00	18,125,261.68	32.54%	
116 CRAFTS AND TRADES SALARY	4,301,631.65	76,323.40	4,377,955.05	1,704,224.55	0.00	2,673,730.50	38.93%	
117 BUS DRIVER/APPRENTICE SALA	160,943.75	0.00	160,943.75	46,265.38	0.00	114,678.37	28.75%	
120 TEMPO SALARY - ADMIN	0.00	0.00	0.00	3,633.75	0.00	(3,633.75)	100.00%	Rigorous Interview Process temp administators
122 TEMPO SAL - SUBSTITUTE TEA	0.00	5,000.00	5,000.00	27,638.10	0.00	(22,638.10)	552.76%	Substitute guidance (FMLA) not provided by Kelly Services. Will be covered with regular salary budgets.
123 TEMPO SALARY - PRO OTHER	0.00	13,275.00	13,275.00	3,017.41	0.00	10,257.59	22.73%	
125 TEMPO SAL TEACHER AST/CLER	69,080.00	(3,499.20)	65,580.80	34,156.70	0.00	31,424.10	52.08%	
127 TEMPO SALARY - BUS DR/APN	0.00	1,200.00	1,200.00	384.90	0.00	815.10	32.08%	
134 OVERTIME SALARY - TECHNICA	0.00	0.00	0.00	4,399.64	0.00	(4,399.64)	100.00%	Student Concern Specialist overtime. Budgets to be moved.
135 OVERTIME SALARY - T AST/CL	9,600.94	20,634.41	30,235.35	150,106.75	0.00	(119,871.40)	496.46%	Overtime paid to hourly school & office staff. Budgets to be moved.
136 OVERTIME SALARY - WORKER	92,800.00	(13,704.89)	79,095.11	59,059.18	0.00	20,035.93	74.67%	
137 OVERTIME SALARY - BUS DR/A	0.00	3,800.00	3,800.00	14,535.66	0.00	(10,735.66)	382.52%	Bus driver overtime @ 7 schools
140 TERMINAL LEAVE	100,000.00	0.00	100,000.00	219,166.50	0.00	(119,166.50)	219.17%	Vacation payout at termination. Budget exceeded.
142 SUPPLEMENTAL SALARY	2,092,390.18	98,529.59	2,190,919.77	1,301,173.19	0.00	889,746.58	59.39%	
SALARIES	**$ 223,243,678.94**	**$ 1,399,194.92**	**$ 224,642,873.86**	**$ 72,577,837.89**	**$ -**	**$ 152,065,035.97**	32.31%	
210 GROUP HEALTH AND LIFE INS	23,505,677.29	61,856.83	23,567,534.12	7,319,276.37	0.00	16,248,257.75	31.06%	
220 EMPLOYEE RETIREMENT	36,627,135.99	237,706.85	36,864,842.84	11,832,629.55	0.00	25,032,213.29	32.10%	
230 SOCIAL SECURITY	17,142,942.44	123,913.80	17,266,856.24	5,331,758.36	0.00	11,935,097.88	30.88%	
240 TEACHER TUITION REIMBURSEM	0.00	0.00	0.00	1,000.00	0.00	(1,000.00)	100.00%	Classified employee tuition program
260 UNEMPLOYMENT COMPENSATION	451,103.52	1,716.27	452,819.79	106,588.45	0.00	346,231.34	23.54%	
270 WKRS' COMP - REIMB OTHR F	83,828.10	(37,851.36)	45,976.74	158,611.23	0.00	(112,634.49)	344.98%	Total workers' comp program (object 270-275) - total budget = $2,989,976.74 - total YTD expend/encumb = $2,227,691.62 or 74.5%
271 WKRS' COMP - ASSESSMENTS	400,000.00	0.00	400,000.00	83,914.70	194,542.00	121,543.30	69.61%	
272 WRKRS' COMP - PREMIUMS	244,000.00	0.00	244,000.00	281,008.24	52,500.00	(89,508.24)	136.68%	

7.2-5

CHARLESTON COUNTY SCHOOL DISTRICT
YTD Expenditures November 2015 - GOF

ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANFRS/ ADJSMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBERED	AVAILABLE BUDGET	% OF BUDGET SPENT TO DATE	NOTES:
273 WRKRS' COMP - MEDICAL PAYM	975,000.00	0.00	975,000.00	440,585.22	0.00	534,414.78	45.19%	
274 WRKRS' COMP-SETTLEMENTS/LE	725,000.00	0.00	725,000.00	151,279.24	0.00	573,720.76	20.87%	
275 WRKRS' COMP-TTD PAYMENTS	600,000.00	0.00	600,000.00	865,250.99	0.00	(265,250.99)	144.21%	
290 OTHER BENEFITS	28,177.84	0.00	28,177.84	4,000.00	0.00	24,177.84	14.20%	
FRINGE BENEFITS	**$ 80,782,865.18**	**$ 387,342.39**	**$ 81,170,207.57**	**$ 26,575,902.35**	**$ 247,042.00**	**$ 54,347,263.22**	**33.05%**	
310 PROFESSIONAL/TECHNICAL SRV	2,765,388.95	(129,274.68)	2,636,114.27	983,823.47	327,871.51	1,324,419.29	49.76%	
311 INSTRUCTIONAL SERVICES	701,092.02	104,361.25	805,453.27	118,458.45	401,343.34	285,651.48	64.54%	
312 INSTRUCTIONAL PROGRAMS	623,096.63	(51,352.20)	571,744.43	27,393.52	40,897.39	503,453.52	11.94%	
313 STUDENT SERVICES	37,375.67	(9,576.72)	27,798.95	12,877.70	14,457.08	464.17	98.33%	
315 MANAGEMENT SERVICES	676,700.00	127,502.14	804,202.14	185,020.40	408,387.66	210,794.08	73.79%	Consultants, auditors & review teams
317 STATISTICAL SERVICES	169,900.00	0.00	169,900.00	0.00	14,922.61	298,374.39	8.78%	PSAT & SAT tests in spring 2016
318 AUDIT FEES	195,000.00	86,656.00	281,656.00	16,095.00	227,003.00	38,558.00	86.31%	
319 LEGAL SERVICES	288,622.00	(1,200.00)	287,422.00	94,264.39	20,000.00	173,157.61	39.75%	
320 PROPERTY SERVICES	12,782,525.08	(138,141.09)	12,644,383.99	4,652,217.42	7,195,497.45	796,669.12	93.70%	Regular Services commited for the year
321 PUBLIC UTIL SVS WATER/SEWA	1,550,082.00	0.00	1,550,082.00	545,271.83	0.00	1,004,810.17	35.18%	
322 OUTSOURCED SUBSTITUTES	3,320,000.00	(184,311.00)	3,135,689.00	1,232,681.37	0.00	1,903,007.63	39.31%	
323 REPAIRS AND MAINTENANCE SR	2,582,882.02	318,310.91	2,901,192.93	1,078,950.73	710,553.01	1,111,689.19	61.68%	Fleet & Facility repairs
324 PROPERTY INSURANCE	4,350,000.00	0.00	4,350,000.00	319,128.00	0.00	4,030,872.00	7.34%	Property insurance to be paid in May 2016
325 RENTALS/LEASE	623,609.36	120,844.32	744,453.68	238,972.72	247,487.46	257,993.50	65.34%	
326 ADDITIONAL DAY PORTERS	3,929,296.87	273,588.93	4,202,885.80	1,426,687.90	2,543,006.45	233,191.45	94.45%	Regular Services commited for the year
329 OTHER PROPERTY SERVICES	412,075.43	17,153.73	429,229.16	90,514.03	198,127.73	140,587.40	67.25%	
331 STUDENT TRANSPORTATION	16,483,523.04	328,587.12	16,812,110.16	76,384.77	14,061,944.73	2,673,780.66	84.10%	Regular Services commited for the year
332 IN STATE TRAVEL	828,545.47	59,731.45	888,276.92	155,710.15	8,347.58	724,219.19	18.47%	
333 CURRICULUM FIELD TRIP TRAN	57,086.59	(19,841.65)	37,244.94	13,963.18	9,768.47	13,513.29	63.72%	
334 EXTRA-CURRICULAR FIELD TRI	3,500.00	0.00	3,500.00	3,143.13	0.00	356.87	89.80%	
336 CAR ALLOWANCE/ LIEU OF MIL	60,400.00	0.00	60,400.00	24,991.98	0.00	35,408.02	41.38%	
338 OUT OF STATE TRAVEL	134,586.00	30,193.56	164,779.56	50,636.17	0.00	114,143.39	30.73%	
339 OTHER TRANSPORTATION SERVI	7,176.00	11,500.00	18,676.00	1,826.86	6,673.14	10,176.00	45.51%	
340 COMMUNICATION (TELEPHONE)	924,693.30	0.00	924,693.30	412,448.78	0.00	512,244.52	44.60%	
342 PAGER/CELL PHONE RENT/MESG	311,936.97	33,325.00	345,261.97	163,243.20	31,847.10	150,171.67	56.51%	
345 TECHNOLOGY PURCHASED SERVI	2,017,584.81	(108,155.96)	1,909,428.85	898,800.60	406,522.06	604,106.19	68.36%	

CHARLESTON COUNTY SCHOOL DISTRICT
YTD Expenditures November 2015 - GOF

ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANFRS/ ADJSMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBERED	AVAILABLE BUDGET	% OF BUDGET SPENT TO DATE	NOTES:
350 ADVERTISING	89,194.80	29,335.00	118,529.80	45,699.42	10,925.56	61,904.82	47.77%	
360 PRINTING AND BINDING	1,917,362.52	131,176.32	2,048,538.84	1,351,625.13	741,595.22	(44,681.51)	102.18%	Printing charges, courier service. Budget exceeded
395 OTHER PROFESS/TECHNICAL SE	35,741.00	48,968.93	84,709.93	32,969.65	43,859.28	7,881.00	90.70%	A&E, Design services
399 OTHER PURCHASED SERVICES	4,008,364.84	1,170,204.69	5,178,569.53	1,865,946.74	1,138,058.53	2,174,564.26	58.01%	
PURCHASED SERVICES	**$ 61,887,341.37**	**$ 2,249,586.05**	**$ 64,136,927.42**	**$ 15,976,349.69**	**$ 28,809,096.36**	**$ 19,351,481.37**	**69.83%**	
410 SUPPLIES	7,836,923.66	252,351.90	8,089,275.56	2,863,103.03	196,143.93	5,030,028.60	37.82%	
412 POSTAGE	122,534.95	(16,146.27)	106,388.68	27,865.35	3,091.05	75,432.28	29.10%	
417 FOOD AND CATERING	117,196.96	69,390.89	186,587.85	82,868.06	2,285.72	101,434.07	45.64%	
420 TEXTBOOKS	37,400.00	22,509.98	59,909.98	19,969.06	1,328.14	38,612.78	35.55%	
430 LIBRARY BOOKS	118,995.00	(2,848.07)	116,146.93	47,494.83	10,135.26	58,516.84	49.62%	
440 PERIODICALS	22,385.00	(973.67)	21,411.33	5,321.68	1,686.24	14,403.41	32.73%	
445 TECHNOLOGY SUPPLIES	253,906.00	64,856.22	318,762.22	98,366.53	5,242.84	215,152.85	32.50%	
446 TECHNOLOGY SOFTWARE	219,485.00	428,590.25	648,075.25	336,793.01	79,662.64	231,619.60	64.26%	
447 TECHNOLOGY COMPUTERS	46,057.50	61,453.31	107,510.81	46,088.62	7,004.29	54,417.90	49.38%	
448 TECHNOLOGY PERIPHERALS	106,913.18	81,463.80	188,376.98	19,838.98	8,895.65	159,642.35	15.25%	
470 ENERGY	12,227,099.00	(25,000.00)	12,202,099.00	5,152,832.28	0.00	7,049,266.72	42.23%	
471 FUEL OIL	9,500.00	0.00	9,500.00	0.00	0.00	9,500.00	0.00%	
472 GASOLINE	300,752.66	(21,756.32)	278,996.34	68,862.11	148,450.71	61,683.52	77.89%	Fuel for fleet vehicles on PO
490 OTHER SUPPLIES AND MATERIA	71,890.00	80,766.00	152,656.00	5,987.17	2,485.20	144,183.63	5.55%	
499 EIA FUNDS TO BE REDIRECTED	(2,060,000.00)	0.00	(2,060,000.00)	0.00	0.00	(2,060,000.00)	0.00%	GOF expenditures to be moved to other special revenue funds
SUPPLIES & MATERIALS	**$ 19,431,038.91**	**$ 994,658.02**	**$ 20,425,696.93**	**$ 8,775,390.71**	**$ 466,411.67**	**$ 11,183,894.55**	**45.25%**	
530 IMPROVEMENTS OTHER THAN BL	0.00	20,775.76	20,775.76	20,775.76	0.00	0.00	100.00%	
540 EQUIPMENT	16,152.00	38,780.84	54,932.84	21,735.50	26,489.64	6,707.70	87.79%	
545 TECHNOLOGY EQUIP	7,500.00	16,283.17	23,783.17	13,743.15	0.00	10,040.02	57.79%	
550 VEHICLES	0.00	176,661.00	176,661.00	23,690.00	152,386.09	584.91	99.67%	
EQUIPMENT	**$ 23,652.00**	**$ 252,500.77**	**$ 276,152.77**	**$ 79,944.41**	**$ 178,875.73**	**$ 17,332.63**	**93.72%**	

7.2-7

CHARLESTON COUNTY SCHOOL DISTRICT
YTD Expenditures November 2015 - GOF

GOF only
E - 4

ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANFRS/ ADJSMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBERED	AVAILABLE BUDGET	% OF BUDGET SPENT TO DATE	NOTES:
620 INTEREST	100,000.00	0.00	100,000.00	(587,857.20)	0.00	687,857.20	-587.86%	TAN interest expenses to be paid in April 2016
640 ORGANIZATION MEMSHP DUES/F	188,040.50	60,338.50	248,379.00	158,572.13	6,210.00	83,596.87	66.34%	
650 LIABILITY/TORT INSURANCE	752,554.00	(468,648.19)	283,905.81	164,955.94	0.00	118,949.87	58.10%	
651 LITIGATION AND SETTLEMENTS	200,000.00	73,768.00	273,768.00	220,933.95	0.00	52,834.05	80.70%	
690 OTHER OBJECTS	3,522,571.61	(1,196,611.05)	2,325,960.56	15,276.24	14,853.06	2,295,831.26	1.30%	Set aside account, recoup budgets
691 COST OF GOODS SOLD	0.00	0.00	0.00	32,562.20	0.00	(32,562.20)	100.00%	Cost of goods for print shop. Budgets to be moved
692 SOLID WASTE FEE	551,627.00	(14,752.70)	536,874.30	0.00	0.00	536,874.30	0.00%	Chas. County solid waste fee to be paid February 2016
OTHER EXPENDITURES	**$ 5,314,793.11**	**$ (1,545,905.44)**	**$ 3,768,887.67**	**$ 4,443.26**	**$ 21,063.06**	**$ 3,743,381.35**	0.68%	
710 TRANSFERS TO OTHER FUNDS	1,198,200.00	44,682.22	1,242,882.22	443,312.22	36,036.85	763,533.15	38.57%	Payments to Special Revenue funds & Other Districts
720 TRANSITS/CHARTERS	33,991,909.49	0.00	33,991,909.49	13,516,250.96	0.00	20,475,658.53	39.76%	Charter school payments
TRANSFERS	**$ 35,190,109.49**	**$ 44,682.22**	**$ 35,234,791.71**	**$ 13,959,563.18**	**$ 36,036.85**	**$ 21,239,191.68**	39.72%	
920 CONTINGENCY - STAFFING	750,000.00	(3,842,437.93)	(3,092,437.93)	0.00	0.00	(3,092,437.93)	0.00%	Staffing contingency (object 920 & 925)
925 CONTINGENCY-RECOUPMENT	0.00	3,699,555.61	3,699,555.61	0.00	0.00	3,699,555.61	0.00%	
930 CONTINGENCY - NON-STAFFING	150,000.00	(69,987.19)	80,012.81	0.00	0.00	80,012.81	0.00%	Non-staffing contingency
940 PY CANCELED PO RECOVERY	0.00	(78,602.83)	(78,602.83)	0.00	0.00	(78,602.83)	0.00%	Recoup budgets for Prior Year POs
RESERVES	**$ 900,000.00**	**$ (291,472.34)**	**$ 608,527.66**	**$ -**	**$ -**	**$ 608,527.66**	0.00%	
Grand Total	**$ 426,773,479.00**	**$ 3,490,586.59**	**$ 430,264,065.59**	**$ 137,949,431.49**	**$ 29,758,525.67**	**$ 262,556,108.43**	38.98%	

7.2-8

Status Report: Second Semester Bell Schedule Change

Original Board Action: On May 11, 2015, the Board approved option three of the middle school bell times to meet the goal set forth in creating equity across the district. The implementation would begin in Aug, 2016-17. Additionally, the Board approved implementation of the transportation plan for District 9 effective Aug, 2015, phasing in the remaining plan as soon as possible, no later than Jan 1, 2016.

Why consider changing Board action? Staff questioned whether significant savings could be realized if bell schedule change were deferred till Aug, 2016.

Findings

- There will be no direct, significant savings from Durham if schedule change is not implemented in Jan, 2016 primarily due to new bus purchases and significant bus driver pay increase effective Jan 1, 2016.
- Over time, if buses that have been purchased for this purpose were distributed among routes served by state buses, savings to the district would accrue, providing the South Carolina regulations pertaining to transportation reimbursement do not change.
- For second semester, savings from fees paid to the state would amount to approximately $200,000.

RECOMMENDATION

The administration recommends the Board take no further action on the middle school bus schedule change. (Result: Changes in start and end times at several District 4 and 10 elementary, middle and high schools will occur as planned.)

Pros	Cons
• Moves district toward equity with respect to two-tier bus transportation schedule • Keeps commitment made to schools, students, parents last spring • Keeps contractual commitment to Durham • Keeps Durham's contractual commitment to the district; implements schedule change without further additional cost	• Majority of principals indicated they would prefer deferring bell schedule change if guaranteed the change will occur in August, 2016 • Creates a major mid-year change for some elementary parents, e.g., from 7:15 to 8:30 start time • Concern that Durham can find 50 drivers to initiate and sustain new routes • Concern that accurate bus pick up and drop off times are established and ready to communicate to parents prior to holidays

Bell Time Ballot

The current plan is to implement the bell time change on January 19, 2016.
Please vote on the following as a representative of your 1) students and families and 2) faculty:

	New Bell Times		Current Bell Times
	• Implement new bell times on January 19th • May be able to remove some of the worse state buses with completion of route analysis in time for school year 2016 - 17	OR	• Maintain current bell times for the remainder of the year • D4 and D10 each have 25 new (or near new) buses to replace the worst state buses starting no later than January 19th. • Reassess the ability to implement a 2 tier bus system in 2016 - 17 with savings generated from route analysis.
Students and Families	**D4: 3** **D10: 1**	OR	**D4: 2** **D10: 8**
Faculty	**D4: 3** **D10: 1**	OR	**D4: 2** **D10: 7**

Charleston County SCHOOL DISTRICT
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	First Semester Bell Schedule August 17, 2015				Second Semester Bell Schedule January 19, 2016 (No change in elementary schools)		
	SCHOOL NAME	ARRIVAL	AM	PM	ARRIVAL	AM	PM
	Schools with changes of bell times						
	First Semester				Second Semester		
4	Northwoods MS	8:50	9:10	4:10	8:15	8:30	3:30
	Morningside MS	8:40	9:00	4:18	8:15	8:30	3:30
	Jerry Zucker MS	8:50	9:10	4:10	8:15	8:30	3:30

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	Distrtict 9 changes were implemented August 17, 2015. First Semester Bell Schedule				No changes. Second Semester Bell Schedule January 19, 2016		
	SCHOOL NAME	ARRIVAL	AM	PM	ARRIVAL	AM	PM
	Schools with changes of bell times						
	First Semester Bell Times				Second Semester Bell Times		
DIST 10	Oakland ES	7:15	7:30	2:30	8:15	8:30	3:30
	Ashley River CAES	7:45	8:00	3:00	8:15	8:30	3:30
	Drayton Hall ES	7:55	8:10	3:10	8:15	8:30	3:30
	Springfield ES	7:55	8:10	3:10	8:15	8:30	3:30
	Montessori @ Springfield	7:40	8:00	3:00	8:15	8:30	3:30
	Stono Park ES	7:55	8:10	3:10	8:15	8:30	3:30
	CE Williams MS	7:55	9:00	4:15	7:15	7:30	2:30
	WAMS /Adv. Stud Mag.	8:45	9:00	4:15	7:15	7:30	2:30

Middle School (MS) Bell Time Change (D4 and D10) Review

10 Dec 2015

State of the Play

- Board passed MS Transportation Adjustment on 11 May 2015
  - Implementation at the start of the 2nd Semester (19 Jan 2016)
  - Cost = $3.1 million per year
- As a result of budget shortfall, staff assessed ability to keep current MS bell times
- Negotiations with Durham on-going
  - Sunk cost: buses; cost prohibitive to return
  - Sunk cost: driver pay increase; all Durham drivers received a $1.55/hr increase in anticipation of less total hours; cannot adjust with Union
- Need to make announcement of plan by 15 Dec 2015
- Route analysis begun to identify more efficient routing; expect results which can be implemented in Aug 2016

Option: Keep Current MS Bell Times

Concept

- Keep current MS bell times
- Replace the worst 50 state busses with Durham buses
- Ensure transportation analysis (completion in Spring 2016) includes an option for a two-tiered system in D4 and D10

Cost Avoidance

- Additional 50 drivers
- Eliminate penalty by replacing state busses with Durham buses on hazardous routes
- Decrease fuel cost
- 2015-16: $200K
- 2016-17: $432K
- 2017-20: $2.4M

Benefits

- Immediate improvement (both comfort and timeliness) in bus service to D4 and D10 schools
- Immediate cost avoidance
- Supports elementary schools not wanting a bell time change

Challenges

- Does not immediately support commitment to MSs seeking the change
- Inequity of service across district
- Need to acquire additional buses if initiative is implemented in the future without route improvements

Recommendation

- The administration recommends the Board take no further action on the middle school bus schedule change. (Result: Changes in start and end times at several District 4 and 10 elementary, middle and high schools will occur as planned.)

Charleston County SCHOOL DISTRICT excellence is our standard

BOARD AGENDA ACTION FORM
December 14, 2015

Section:		
Subject:	Transportation Ad Hoc Committee Charter	
Name/Department:	Jeff Scott, Interim Executive Director for Transportation/Transportation	
Agenda Item Number:		
Background:	On 10/26/15 the Board approved a recommendation to create a charter for a Standing Transportation Committee and bring the charter to the Board for approval no later than December 14, 2015. The vote was 7-0. Prior to board action, the Transportation Ad Hoc Committee Charter will be forwarded to the Policy & Personnel Committee for approval.	
Discussion:	None	
Goals & Budget:		
This recommendation supports CCSD goal #:	11 Transportation Services	
Overall budget for implementing CCSD goal:	None	
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:	To ensure a transportation system that is safe, reliable, efficient and cost effective	
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 Board of Trustees forward the charter for the Transportation Committee to the Policy & Personnel Committee for approval.

Person(s) Responsible for Implementation:	William “Jeff” Scott, Interim Executive Director for Transportation
Supervisor’s Approval:	Jeffrey Borowy, P.E., Deputy for Capital Programs
Superintendent’s Approval:	

	Gerrita Postlewait, Ed. D, Superintendent	
Board Member(s) Approval:	Thomas Ducker	
Attachment(s): Ad Hoc Transportation Committee Charter	☒ **Yes**	☐ **No**

CHARLESTON COUNTY SCHOOL DISTRICT
TRANSPORTATION COMMITTEE CHARTER

Purpose of the committee

The Board of Trustees of Charleston County School District's Transportation Committee ("Committee") is established to provide independent advice, assistance and recommendations to the Charleston County School District's Board of Trustees ("Board") to ensure a transportation system that is safe, reliable, efficient and cost effective. The Transportation Committee is established in accordance with Policy BDE *Board Committees.*

Membership

The Committee's membership shall include the number of Board of Trustee members deemed sufficient by the Board of Trustees to administer the charter; however, there shall be no more than 3 voting members and the total number of members shall not exceed 12.

Duties and Responsibilities

The duties and responsibilities of the Transportation Committee shall include the following:

- Evaluate the transportation contract and make recommendations to the Board.
- Review transportation operations and report status to the Board.
- Conduct on site inspections of buses and facilities as deemed appropriate.
- Recommend operational efficiencies to the Board, as required.
- Appoint a member to chair ad hoc study groups authorized by the Board to address transportation issues.
- Review, annually, the CCSD transportation budget and expenditures of the Transportation department and make recommendations to the Audit and Finance Committee.
- Review all requests for transportation personnel and make recommendations to the Policy and Personnel Committee, under the purview of the Board of Trustees.
- Review, annually, the organizational structure of the Transportation department and make recommendations to the Board.
- Ensure documentation of compliance with all applicable federal and state laws, regulations and policies.

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BOARD AGENDA ACTION FORM December 7, 2015		
Section:	Strategic Education Committee	
Subject:	Montessori Options Re-Alignment	
Name/Department:	Mary Runyon, Magnet / Choice Schools Sean C. Hughes, Operational Planning	
Agenda Item Number:	VII.	
Background:	The Montessori program in CCSD has grown to the extent that we are able to offer Montessori programs in all four (4) quadrants of our district. This proposal will provide access to Montessori programs in an equitable manner by designating the attendance zones to be served by Montessori Community School and Murray LaSaine.	
Discussion:	CCSD Montessori programs include the following: James Simons (District 20); Hursey Elem. (District 4); Murray LaSaine Elem. (District 3); Montessori Community School (located in District 10 – countywide attendance zone); East Cooper Montessori Charter School (located in District 2). Montessori Community School is located in District 10. Discussions began in October 2014 with the Principal, Kimberly Hay regarding changing from a countywide Montessori school to serving Districts 10 & 23 with an understanding that siblings of current students would be grandfathered in for the next few years. Students accepted during the 2016-2017 application period would be required to live in either District 10 or District 23. A secondary positive impact to this proposal would be reducing the cost of transportation of students throughout the county to the West Ashley location. Murray LaSaine is located in District 3 and has the capacity to serve students from District 3 and District 9. The student population of this school already serves families in these two attendance zones as a result of accepting students to fill classes during the opening of the program.	
Goals & Budget:		
This recommendation supports CCSD goal #:	#14: By February 2016, recommend options for ensuring students located in rural areas of the District are provided access, equity, quality offerings.	
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of $:	$0	**Funding Source** (GOF, IDEA, Title I, Capital, etc.)
Resulting positive impact for students in our District will be:	Students in Districts 3, 9, 10, and 23 will have constituent level (vs. county-wide currently) Montessori options available to them.	
Potential impact of this decision on other budget areas will be:	N/A	

Future Fiscal Impact:	Potential reduction of future transportation costs by eliminating a countywide Montessori program and replacing it with a constituent district based Montessori program.	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that the Strategic Education Committee approve the realignment of Montessori schools for Districts 3, 9, 10, and 23 in order to provide equitable access to Montessori programs for students in these districts.

Designate attendance zones as follows:
Murray LaSaine Elementary – Districts 3 & 9
Montessori Community School – Districts 10 & 23

Person(s) Responsible for Implementation:	Mary Runyon & Sean Hughes	
Superintendent's Approval:	Jenita Postlewait	
Board Member(s) Approval:		
Attachment(s):	☐ **Yes**	☒ **No**

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BOARD AGENDA ACTION FORM December 7, 2015			
Section:	Strategic Education Committee		
Subject:	Consideration of *Reducing the Risk* Curriculum Revisions		
Name/Department:	Sandy Brossard, Interim Executive Director of Curriculum and Instruction		
Agenda Item Number:	VIII		
Background:	When revisions are made to reproductive health education curriculum that has already been approved by the Board, the HAC is required to review the revisions and make a recommendation to the Board based on whether to accept those revisions.		
Discussion:	The Reducing the Risk curriculum that was previously approved by the Board was the 4th edition. The 5th edition is now being taught, and the Revised 5th edition is being proposed. This action is needed to ensure alignment between the taught and Board-approved editions.		
Goals & Budget:			
This recommendation supports CCSD goal #:	Priority Goal #16: Sex education delivery system with parental choice		
Overall budget for implementing CCSD goal:	None for this particular action, as it relates to curriculum revisions only.		
Request approval for funds within that budget in the amount of $:		**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 Board of Trustees approve use of the 5th edition (2011) of the *Reducing the Risk* curriculum currently being used in CCSD schools and the Revised 5th edition (2015) being proposed for use.			
Person(s) Responsible for Implementation:	Sandy Brossard		
Superintendent's Approval:	Gerrita Postlewait		
Board Member(s) Approval:			
Attachment(s):	☒ **Yes**	☐ **No**	

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75 Calhoun Street, Charleston, SC 29401

Health Advisory Council
BOARD AGENDA ITEM

TO: **SEC/**Board of Trustees
FROM: Health Advisory Committee
DATE: December 2015
SUBJECT: Health Advisory Committee Recommendation Regarding CHE Curriculum

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees take the following action:

X **Approve**
___**Disapprove**

revisions made to the *Reducing the Risk* curriculum, copyright date 2011 + 2015.

A vote regarding this recommendation was taken during the Health Advisory Council meeting on November 19, 2015.

Respectfully submitted,

Health Advisory Committee Chairperson

11/19/15
Date

Reducing the Risk Edition Changes

First edition published in 1989.

Second edition (1993) expanded the focus to include HIV and other STD prevention.

Third Edition (1996)

- Information about birth control and STD/HIV was revised as needed based on current research.
- Instructional process for teaching refusals and delay tactics was enhanced based on teacher and trainer input.
- Information to help with implementation was added as appendixes:
  - Answers to most frequently asked questions about the curriculum
  - How to use role plays
  - Answering student questions
  - Condom use effectiveness
- Spanish-language student workbook was produced
- Optional supplementary activity kit, including skill posters and role-play cards, was produced

Fourth Edition (2004)

- Information about birth control, STD/HIV and behavioral trends among teens was reviewed and revised as needed based on current research.
- Additional information to support teachers was added to the appendixes.

Fifth Edition (2011)

- Two activities on perceived risk (Class 1A and 1B) were revised to current medical accuracy standards and to promote awareness about the risk of concurrent or overlapping partners in STD/HIV transmission.
- In Class 8, the condom demonstration activity was revised to include specific steps for teaching about condom use and advice on adaptations if necessary.
- A new appendix on reproductive anatomy and physiology was added.

Revised Fifth Edition (2015)

- Statistics updated throughout.
- HIV information updated to include the most current recommendations for testing and treatment.
- Birth control methods presented in order of effectiveness, with a greater emphasis placed on long-acting reversible contraception (LARCs).
- Reviewed for inclusivity and sensitivity to LGBTQ youth.
- A new appendix on Supporting a Trauma-Informed Approach to Sexuality Education was added.
- New front matter sections added:
  - Refusal Skills and Consent—encourages teachers to foster respect and mutual responsibility when teaching refusal skills.
  - Using Same-Sex and Mixed-Gender Groups—offers suggestions for increasing inclusivity and sensitivity to different gender identities when grouping students.
  - Adapting This Program for Your Population—suggests potential green-light adaptations and defines and cautions against yellow- and red-light adaptations.

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BOARD AGENDA ACTION FORM December 7, 2015			
Section:	Strategic Education Committee- Open Session		
Subject:	Consideration of *Heritage Keepers* Curriculum Revisions		
Name/Department:	Sandy Brossard, Interim Executive Director of Curriculum and Instruction		
Agenda Item Number:	IX.		
Background:	When revisions are made to reproductive health education curriculum that has already been approved by the Board, the HAC is required to review the revisions and make a recommendation to the Board based on whether to accept those revisions.		
Discussion:	The curriculum that was previously approved by the Board was the 2008 edition. The 2012 edition is now being taught. This action is needed to ensure Board approval of edition in use.		
Goals & Budget:			
This recommendation supports CCSD goal #:	Priority Goal #16: Sex education delivery system with parental choice		
Overall budget for implementing CCSD goal:	None for this particular action, as it related to curriculum revisions only		
Request approval for funds within that budget in the amount of $:		**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 Strategic Education Committee approve 2012 revisions to the *Heritage Keepers* curriculum for use in CCSD schools.			
Person(s) Responsible for Implementation:	Sandy Brossard		
Superintendent's Approval:	Gerita Postlewait		
Board Member(s) Approval:			
Attachment(s):	☒ **Yes**	☐ **No**	

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Health Advisory Council
BOARD AGENDA ITEM

TO: **SEC/**Board of Trustees
FROM: Health Advisory Committee
DATE: December 2015
SUBJECT: Health Advisory Committee Recommendation Regarding CHE Curriculum

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees take the following action:

X **Approve**
___**Disapprove**

revisions made to the Heritage Keepers curriculum, copyright date 2012**.**

A vote regarding this recommendation was taken during the Health Advisory Council meeting on November 19, 2015.

Respectfully submitted,

Health Advisory Committee Chairperson

11/19/15
Date

HERITAGE
COMMUNITY SERVICES

October 21, 2015

Tammy Bryant, MSW
Chief Program Officer
Heritage Community Services
2265 Clements Ferry Road, Suite 202
Charleston, SC 29492

Sandy Brossard
Interim Executive Director of Curriculum and Instruction
Charleston County School District
75 Calhoun Street
Charleston, SC 29401

Dear Ms. Brossard,

I have compiled a list of the edits that were made between our 2008 and 2012 versions of *Heritage Keepers®*. During the updates between printings of curricula, Heritage sought consultation about allowable adaptations to programs that would enhance the program or the printed materials, while still maintaining the effectiveness of the program. The Centers for Disease Control and Prevention's (CDC) Division of Reproductive Health (DRH) and Education Training and Research Associates (ETR) provide adaptation guidelines for Evidence-based Interventions (EBIs), which we have used to ensure that any edits, updates, or adaptations made to our curricula between printings meet these well-recognized guidelines. I have attached a document summarizing the Adaptation Guidelines.

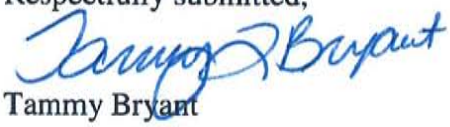
Changes between the 2008 to 2012 printing include:

1. Reformatting the student workbook so that charts in the Appendix are removed to be relocated within the lesson to which they referred. This is a printing edit rather than a content edit since the charts were always referred to within the lesson, but the reformatting made it easier for the students to locate the charts.
2. Because of the moving of the Appendix documents, the table of contents and page numbers on the table were adjusted to reflect the changes.
3. Throughout the curricula, minor adaptations were made to reflect the Federal Community Abstinence Education LGBTQ recommendations (for example, using "spouse" rather than husband/wife or "person you want to date" rather than boyfriend/girlfriend). The overall goals and objectives for each lesson remained the same.
4. A chart describing stages of puberty was added to the student manual to provide a better visual about the puberty information that had been provided. This edit did not change the content of the program but clarified the manner in which it was provided to the students.

5. "Healthy marriage" was defined as "spouses have a lifelong commitment to each other and to any children or extended family involved, and they actively support the physical health, moral development, and emotional growth and maintenance of all parties without fear of violence or infidelity."
6. A reference to the *Why Marriage Matters, Second Edition: Twenty-Six Conclusions from the Social Sciences* was updated to the *Why Marriage Matters, Third Edition: Thirty Conclusions from the Social Sciences* to reflect additions made by the authors of the publication.
7. In addition to the above changes that were made to the student workbooks, Heritage also added a page at the front of the teacher manual to the research study and results gathered that allowed the Heritage Keepers curriculum to be placed on the Federal Teen Pregnancy Evidence-Based list of programs, compliance with Federal legislative requirements, medical accuracy approval, listing in the CDC-funded SMARTool as a model abstinence education program, and Institutional Review Board approval and oversight.

All of the edits and updates mentioned above fall in the category of "green light", allowable adaptations in the Adaptation Guidelines provided by DHR/ETR. Core content, pedagogy, and implementation components did not change between the 2008 and 2012 printing, which means that effectiveness has not been compromised.

Respectfully submitted,



Tammy Bryant

Adaptation Guidelines for Heritage Keepers® Abstinence Education

For the assessment that identified *Heritage Keepers® Abstinence Education* as having demonstrated evidence of effectiveness in the reduction of teen pregnancy, sexually transmitted infections, or associated sexual risk behavior, which was informed by the Teen Pregnancy Prevention Evidence Review, the program was implemented in 41 diverse school settings that included urban, suburban and rural communities. The study was composed of middle and high school males and females some of which were already sexually experienced and others that were not. The racial makeup of the students was 63% African American with the other being 37% primarily Caucasian. Educators facilitating the program are from the local communities represented, so they are familiar with the population, the vernacular, current trends, traditions and mores. Educators must demonstrate fidelity to core content, pedagogical, and implementation components. Guidelines are provided during required professional training. Any further adaptations to meet the needs of those being served must not violate the most recent CDC Generic Adaptation Guidelines, below, and must be negotiated with and approved by the officers of Heritage Community Services.

Adaptation Guidance for Evidence-Based Teen Pregnancy and STI/HIV Prevention Curricula: From Development to Practice

http://stacks.cdc.gov/view/cdc/30352

A key barrier local organizations have to using Evidence-based Interventions (EBIs) for preventing teen pregnancy and HIV/STDs is adapting them to meet the unique characteristics of local populations and the skills to implement them, while maintaining the effectiveness of the original program.

Background

The Centers for Disease Control and Prevention's (CDC) Division of Reproductive Health (DRH) in collaboration with Education Training and Research Associates (ETR) has developed guidelines to help local organizations adapt adolescent reproductive and sexual health evidence-based interventions.

- The adaptation guidelines are designed to provide comprehensive guidance to local youth-serving organizations on how to make appropriate adaptations without compromising fidelity.

- ETR/DRH determined that adaptations are acceptable and an encouraged practice to increase the relevance of programs to youth and make wider implementation possible as long as the program's core components are not compromised or deleted, which could negatively impact effectiveness.

- CDC/ETR worked in collaboration with original curriculum researchers to develop Core Components of the original curricula and Behaviors-Determinants-Interventions (BDI) Logic Models for each program to link activities and goals.

- Feedback and recommendations from local and state level practitioners on the structure and practicality of the adaptation guidelines and tools were incorporated into the final guidance.

Definitions

Adaptation — is a process of making changes to an EBI to make it more suitable for a particular population or an organization's capacity without compromising or deleting its core components.

Fidelity — faithfulness with which a curriculum or program is implemented; that is, how well the program is implemented without compromising its core content, pedagogical, and implementation components which are essential for the program's effectiveness.

Core Components — define program characteristics that must be kept intact when the intervention is being replicated or adapted, in order for it to produce program outcomes similar to those demonstrated in the original evaluation research.

- *Core content components* relate to WHAT is being taught, specifically the knowledge, attitudes, values, norms, and skills that are addressed in the program's learning activities and are most likely to change sexual behaviors.
- *Core pedagogical components* relate to HOW the content is taught; identifies teaching methods, strategies, and youth-facilitator interactions that contribute to the program's effectiveness.
- *Core implementation components* relate to some of the logistics that are responsible for a conducive learning environment, such as program setting, facilitator-youth ratio, dosage, and sequence of sessions.

Generic Adaptation Guidelines

The purpose of the guidelines is to provide general information to practitioners about adapting most Evidence-based teen pregnancy and STD/HIV prevention programs. "Green," "Yellow," and "Red" Light Adaptations common across evaluated programs have been identified and examples are provided for each.

Green Light Adaptations are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	**Yellow Light Adaptations** should be made with caution and it is highly recommended that an expert in behavior change theory and curriculum development be consulted.	**Red Light Adaptations** should be avoided because they compromise or delete one or more core components of a program.
Examples: • Updating and/or customizing statistics and other reproductive health information. • Customizing role play scenarios (e.g. using wording more reflective of youth to be served). • Making activities more interactive, appealing to different learning styles. • Tailoring activities and instructional methods to youth culture, developmental stage, gender, and sexual orientation.	Examples: • Changing session order or sequence of activities. • Adding activities to reinforce learning or to address additional risk and protective factors. • Modifying condom activities. • Replacing videos (or other activities) with other videos. • Implementing program with a different population or in a different setting.	Examples: • Shortening the program. • Reducing or eliminating activities that allow youth to personalize risk. • Reducing or eliminating opportunities for skill practice (e.g., role-play). • Removing condom activities. • Contradicting, competing with, or diluting the program's goals. • Replacing interactive activities with lectures or individual work.

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BOARD AGENDA ACTION FORM
December 7, 2015

Section:	Strategic Education Committee- Open Session	
Subject:	Consideration of *A Teen's Guide to Sexuality: Building Healthy Relationships Skills*	
Name/Department:	Sandy Brossard, Interim Executive Director of Curriculum and Instruction	
Agenda Item Number:	X.	
Background:	The state-approved and district-adopted curriculum supplement, A Teen's Guide to Sexuality: Building Healthy Relationships Skills, has been used to teach reproductive health education in many CCSD schools for many years. There is no evidence that the HAC ever reviewed the curriculum or made a recommendation to the Board.	
Discussion:	This action is being taken to ensure we are in compliance with applicable district and state policies.	
Goals & Budget:		
This recommendation supports CCSD goal #:	Priority Goal #16: Sex education delivery system with parental choice	
Overall budget for implementing CCSD goal:	None for this particular action, as it related to formally accepting the use of curriculum already being used	
Request approval for funds within that budget in the amount of $:		**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 Strategic Education Committee approve use of A Teen's Guide to Sexuality: Building Healthy Relationships Skills for instruction in reproductive health education.

Person(s) Responsible for Implementation:	Sandy Brossard	
Superintendent's Approval:	Jerita Postlewait	
Board Member(s) Approval:		
Attachment(s):	☒ **Yes**	☐ **No**

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75 Calhoun Street, Charleston, SC 29401

Health Advisory Council
BOARD AGENDA ITEM

TO: **SEC/**Board of Trustees
FROM: Health Advisory Committee
DATE: December 2015
SUBJECT: Health Advisory Committee Recommendation Regarding CHE Curriculum

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees take the following action:

X **Approve**
___**Disapprove**

use of the state-approved and district-adopted workbook, *A Teen's Guide to Healthy Sexuality*, copyright date 2005 **.**

A vote regarding this recommendation was taken during the Health Advisory Council meeting on November 19, 2015.

Respectfully submitted,

Health Advisory Committee Chairperson

11/19/15
Date

Charleston County SCHOOL DISTRICT
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BOARD AGENDA ACTION FORM December		
Section:	Office of General Counsel	
Subject:	Prestige Preparatory Academy Charter School	
Name/Department:	John Emerson, Office of General Counsel	
Agenda Item Number:		
Background:	Charleston County School District has received an application from the Prestige Preparatory Academy Charter School (Prestige) to open a school for the 2016-2017 academic school year. The board of trustees must rule on the application for a charter school in a public hearing, upon reasonable public notice, within ninety days after receiving the application.	
Discussion:	Prestige's stated mission is to provide boys (K-8) a single-gender education "by creating a nurturing and innovative environment, developing the core values of scholarship, integrity, and brotherhood." Staff has reviewed the application and has several concerns and questions in the areas of: • Educational Program – the application does not demonstrate a firm grasp of instructional strategies or tools; • Goals and Objectives – the application does not adequately convey how students will be assessed and demonstrates a lack of understanding of commonly used assessments • Budget and Finance – in general, the budget is inadequate in numerous areas including staffing, transportation, and building maintenance • Transportation – the transportation seems to depend on assistance from the District with a very inadequate amount budgeted for transportation • Facilities Maintenance – the budget reflects allowance for an unrealistically low cost to maintain any appropriate facility	
Goals & Budget:		
The recommendation to deny the application supports CCSD goals #2 and #3:	Priority Goal # 2 - World Class Literacy; Priority Goal #3 – Determine Which Approaches Yield Greatest Achievement Results.	
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of $:	Approx. $8,500 per student times 125 students = $1,062,500 (first year).	**Funding Source** GOF

Resulting positive impact for students in our District will be:	Potential creation of an effective single gender option for "at risk" male students in grades K-8.	
Potential impact of this decision on other budget areas will be:	Reduced funding for neighborhood schools these students would normally attend; concerns that minimal student progress will place additional burden on neighborhood schools into which the students will ultimately enroll; concern that an inadequate budget will lead to demands of assistance from the District.	
Future Fiscal Impact:		
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that the Board of Trustees deny approval of the charter application submitted by Prestige Preparatory Academy Charter School committee based on the concerns and questions in, among others, the areas of:

- Educational Program
- Goals and Objectives
- Budget and Finance
- Transportation
- Facilities

Person(s) Responsible for Implementation:	John Emerson, General Counsel	
Superintendent's Approval:	Juanita Postlewait	
Board Member(s) Approval:		
Attachment(s): Charter Application and Summary of District's Concerns.	☒ **Yes**	☐ **No**

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

South Carolina Public Charter School Application

Applicant Information

Name of Proposed Charter School:	Prestige Preparatory Academy
Mailing Address *(if known)*:	
City:	Charleston
State:	South Carolina
Zip Code:	
Name of Applicant Group:	
DUNS#:	
TIN:	

Contact Information

Enter the name and contact information for the person to be contacted regarding this application.

Title: (select one):	Mrs.
First Name:	Joyce
Last Name:	Coleman
Title/Position:	Chairperson, Charter Committee
Mailing Address:	7640 Kings Grant Lane
City:	North Charleston
State:	South Carolina
Zip Code:	29420
Phone Number:	843.900.7722
Cell Number:	571.264.6113
E-mail:	ın@prestigepreparatoryacade
Fax Number:	

Additional Information About Proposed Charter School

Grade levels during opening year:	K-4
Grade levels at full student matriculation:	K-8
Sponsor Name:	Charleston County School District

Print Form

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Executive Summary

The role of Prestige Preparatory Academy is to ensure academic and social growth with: a world-class education, a continuum of high quality "boy-specific" curricular; authentic relationships with boys, families and community partners; personalized plans and instruction to focus on needs; a welcoming and nurturing learning environment; and, Instructional Facilitators (IFs) who endorse learning as a desire instead of a burden. Each boy is capable of acquiring the skills and knowledge necessary to complete college and to pursue leadership roles in careers of their choosing, and for many, to transform out of the cycle of poverty. We believe in our boys. Prestige Preparatory Academy's unique community of learners genuinely wants to do well. Each boy is challenged to reach his full potential.

In providing new, innovative, and more flexible ways to create innovators, we propose:
Flex Model Classrooms – Classrooms divided into three sections known as rotations. For example: A class of 25 boys rotates in three groups of 8-9 boys, for 50-60 minutes each. The learning rotations are: 1) one-on-one (student to computer); 2) *face-to-face* (direct instruction/students with an IF); 3) *independent* (student-directed, project/problem solving).
"We Are Family" – Transforming "at-risk" boys with family engagement projects. The purpose is to endorse parents as "co-educators" while building trust and partnerships. 1) Home Visits are for sharing respective knowledge about a student in that child's home. 2) In the Academic Parent Teacher Teams (APTT) model, IFs coach parents to become engaged, knowledgeable members of the academic team. IFs help build parental capacity, develop parental understanding of their child's grade-level learning goals, and how to help them meet or exceed standards.
Closing the Education-Employment Gap – 5th-8th grade boys will experience year-long career/leadership thematic units. In each unit, boys tackle real-world challenges, promote critical thinking and risk taking; and forge the training and fortitude needed to accomplish leadership roles. The units are rigorous and standards-based. Collaboratively the faculty, parents, community partners and stakeholders will thoroughly plan the proposed units.
Brain Break (BB) – Embedded within the daily schedule are opportunities for boys to move, engage, mentally refresh, and diminish perceived boredom. Brain research confirms that recess (free unstructured play) and movement breaks benefit learning and achievement. Recess benefits include: social; emotional; physical and cognitive growth.

Prestige Preparatory Academy will serve K-8th grade *"at-risk"* boys throughout

Charleston County; first year serving grades K-4, 125 boys (25 per grade). A grade level is added annually over the next four years to K-8, adding 25 boys each year, for a total of 225 boys.

Several key programmatic features to improve the academic and social needs of "at-risk" boys include: ***I READ*** – Reading is a school-wide priority. Founding boys will read on level, by the end of 3rd grade (2020+) through layered, multisensory, literacy based approach; as a prerequisite for high school graduation and transforming out of poverty. Opportunities for continuous reading are entrenched in the daily schedule, such as, Socratic Circles with the School Leader; Junior Great Books, Newsroom, and etc. ***Prestige Preparatory Academy Educational Plans*** – Special Needs-IEPs; Non-Special Needs-Performance Education Plan (PEP). Each personalized action plan (portfolio) is student-driven to include and not limited to: goals, expected outcomes, and progress monitoring data. ***I've Got Something to Say*** – Voice garners validation and respect. The heavy handed, top down traditional methods of interacting is replaced with listening and encouraging boy to be expressive through written or verbal dialogue, without judgment or ridicule.

Some unique features at Prestige Preparatory Academy include:

1) Our Structures – (see Structures in Section – 4; page 13).
2) Isokinetic Ball Chairs – require students to remain balanced while sitting, the body continually engages core muscle groups. To stay seated, constant movement is required. That movement, however slight, helps boys focus and allows for brain engagement, alertness, and attention.
3) Beyond These Walls – Fieldwork is necessary to expeditionary learning. Collecting data outside the classroom enriches the area of study. Fieldwork findings are analyzed and presented.
4) Celebration Fridays – Weekly a class is tasked with planning and presenting a school-wide "Hopes and Dreams" assembly to recognize progress; 5 speeches; awards; and, etc.

Our boy-friendly school culture of "promise" exhibits an atmosphere of high academic expectations, innovation, and students as worker; Instructional Facilitators as learners, who are nurturing, resilient, trusting, and respectful; where boys refrain from being followers, to stand strong as leaders.

Evidence of need is apparent in local school performance. In 2014, 3rd-8th grade boys, average failure percentages were: ELA, White-10%; Black-48%; and Hispanic-37%; Mathematics: White-10%; Black-48%; and 35%-Hispanic. The Black and Hispanic failure gaps

were 25%-38% below White. However, this does not diminish the fact that failure at any level is unacceptable. There is certainly room for improvement.

I. Mission & Vision

Our mission: *Prestige Preparatory Academy provides boys with a world-class learning opportunity by creating a nurturing and innovative environment, developing the core values of scholarship, integrity, and brotherhood by preparing our boys for lives of leadership in a rapidly changing world.*

Our vision *is to empower boys to "raise the bar" and become young men of intellect, integrity, and compassion.*

- The *core values of scholarship* include, but not limited to: accountability; community; effective communication; merit; innovation; inquiry; leadership; service and teamwork.
- *Integrity*: Processing soundness of moral character; adherence to moral and ethical principles.
- *Brotherhood*: Feeling of friendship, support, and understanding. A sense of fellowship and alliance.

2. Evidence of Need and Support

> "Thank you for sharing the vision of Prestige Preparatory Academy with me. I was impressed with your energy, commitment and knowledge for why this type of school is necessary. I support your effort and wish for much success in this endeavor."
> *Joseph P. Riley, Jr., Mayor, City of Charleston, August 7, 2015*

Profiles of charter committee:

Sadie Brown is a retired educator. She served as the principal of St. John's High School and various central office administrative positions with Charleston County School District. Presently, she is home schooling her high school aged grandson.

Marshall Cohen is a native of Charleston, South Carolina and the parent of two honor students. He is an entrepreneur, owner of Cohen Electric and Sons on Johns Island.

Jarrard Coleman is a native of North Charleston, SC. He is a renowned musician in Charleston, County. Presently, he is a Director of Band in Charleston County School District.

Joyce Coleman is an educational consultant. She has served as a principal and school turnaround specialist in some of the most chronic underperforming schools along the east coast. Mrs. Coleman started her administrative career as the principal at Mt. Zion Elementary School, Johns Island.

Willi Glee received his Juris Doctor of Law Degree from the University of South Carolina. He serves the City of Charleston as a coordinator of affordable Housing and IT. Mr. Glee is also an official at Mother Emanuel AME Church where he has served as Chairman Pro Tem on the Board of Trustees.

Rachel Felker worked in San Jose, Costa Rica as a legal assistant after graduating from the College of Charleston. She holds a Bachelor of Arts degree in International Business with a Minor in Spanish from the College of Charleston. Presently, she works with VTT Management.

Marlesha Heyward is a parent who is striving to make Prestige Preparatory Academy a reality. She is a leasing agent in North Charleston.

Crystal Green Morris was one of the "Grow Your Own" participants and served as Special Needs teacher on Johns Island for three years. Presently, she works with attendance, discipline and truancy in Charleston County School District.

Adrienne Riley joins us as a leader in downtown Charleston. She serves as the Lead Program Specialist at the City of Charleston Housing Authority.

Casdell Singleton is presently the vice president, senior leader of NBSC, a division of Synovus Banks. He has over 30 years of banking and finance experience. Mr. Singleton's professional and civic affiliations include a plethora of service in leadership roles with organizations such as Mayor's Council of Affordable Housing & Homelessness; Kappa Alpha Phi Fraternity; Daniel Jenkins' Orphanage.

Gail Wallace Tolbert is the director of Human Resources at the Charleston County Math and Science Charter School. She has also served the county as Human Resource personnel with CCSD.

Charter Committee Formation and Development

On January 13, 2015, during an informal conversation regarding the state of boys in poverty and despair, the vision about making a difference and improving the quality of education for at-risk boys, from that conversation a meeting was planned. A meeting at the Otranto Road Regional Library, with Sadie Brown; Marshall Cohen; Willi Glee; Crystal Green Morris; Casdell Singleton; and Joyce Coleman was held to discuss the possibilities. By word of mouth these ideas blossomed. Community members and organizations expressed a desire to support the concept and a resounding message of need prevailed. The Charter Committee members conducted four (4) more extensive meetings and endorsed the mission, vision, philosophy, and documentations of student and adult interest in support for Prestige Preparatory Academy. These meeting were held respectively at Joshua Baptist Church; Hyatt Place Hotel Patio, North Charleston; Dorchester Road Regional Library; and Synovus Bank-NBSC, downtown Charleston.

Documentation of Interest

To date we have 98 students and 132 parents interested in seeing Prestige Preparatory Academy become a reality. While we have not actively recruited teachers, we had 2 teachers

who expressed interest and 2 teacher assistants; however in seeking potential students' documentations, several parents have expressed an interest in employment.

Description of Outreach

The outreach for interest in Prestige Preparatory Academy is extensive. It includes:

- Speaking to the community/organization:
  International Ministerial Alliance; Joshua Baptist Church; Jenkins Orphanage; Charleston County Human Services; South Carolina Community Development Association; Boys Scouts of North Charleston; Ronald Gadsden-Accabee Little League Association; Shaw Center; City of Charleston Housing Authority -Program Specialists; North Charleston Housing Authority- posting in rental offices and unit laundry mats; CCSD District 9 Constituent Board of Trustees; International Longshoremen, Charleston; Hyatt Place, North Charleston (management, front desk and housekeeping team); Holiday Inn Express, Executive Housekeeper and team; MUSE, PCT Unit.

- Meeting with community leaders one-on-one or small groups

- Barber Shops

- Beauty Salons

- Public housing office/recreation centers to introduce PPA and solicit support:
  National Night Out at Union Heights Community Center; Back to School Bash at City of Charleston Housing Office-President Street; Back to School Pool Party at Pine Crest. Upcoming tentative events; Girlz Talk, Holiday Inn: Community Meeting (September), City of Charleston Housing Office (downtown); Community Meeting at Shaw Center (September)

- Apartments door to door -470 units received a write-up about PPA in the monthly newsletter, a drop-box was placed in the front office, and a copy of our flyer was included in 470 mailer sleeves (July)

- Restaurants

- Day Care Centers
- Community centers: Union Height Community Center, North Charleston; Shaw Center (former Boys and Girls Club); Charleston Boxing Club
- Churches:
  Mother Emanuel AME; Joshua Baptist Church; Green Chapel; International Ministerial Alliance (all churches); Azalea Drive Church of Christ; First African Evangel Church and Daycare; St. James Presbyterian Church; Sea Island Campus Church, Johns Island

Enrollment:

Enrollment policy, proposed processes for enrollment with proposed timeline

Enrollment policy

The enrollment policy of Prestige Preparatory Academy is in accordance with the South Carolina Code of Law, Sections 59-40-50 (7)(8) and Section 59-40-70(D): Prestige Preparatory Academy will admit all male students for grades K-8 eligible to attend public school, subject to space limitations. However, it is required that the racial composition of Prestige Preparatory Academy enrollment reflect that of Charleston County School District or that of the targeted student population of the Charleston County School District that Prestige Preparatory Academy proposes to serve, to be defined for the purposes of this chapter as differing by no more than twenty percent from that population. This requirement is also subject to the provisions of Section 59-40-70(D).

Application process

Application forms will be available by November from the Prestige Preparatory Academy website and may be downloaded and submitted from the Prestige Preparatory Academy website or a hard copy can be picked up from the Drop-In Enrollment Office. For the subsequent school years, Prestige Preparatory Academy may choose to change the application period. The application for enrollment forms should be completed and submitted as soon as possible, but no later than the announced date, (tentatively mid- January) so that should the need arise, those names may be immediately included in the lottery (a random drawing). Each application will be dated and timed stamped **according to when it is received.**

Proposed Recruitment and Enrollment Timeline for the 2016-2017 School Year	
TASK	TIMELINE
Finalize the online and printed Student Application and Enrollment Package to Meet the South Carolina Charter School Act Requirement.	Winter 2015
Preliminary Outreach: (4) Community Meetings: Parent/student Info Sessions	May 2015 – March 2016
Public Announcement of Application Period; Distribution of Application; Drop-In Enrollment Office(s) opens	November 01, 2015 – January 31, 2016
APPLICATION PERIOD	November 01, 2015 January 31, 2016
Parents Informed of Lottery Date	February 01, 2016

Lottery Date	February 08, 2016 (Tentative)
Notification to Parents by email, phone, and snail mail. Lottery selection and waitlist	Week of February 22, 2016
Enrollment Packages available online or by mail and should be returned 10 day after receipt. Enrollment Assistance Workshops at Drop-In Enrollment Office	March 15, – April 03, 2016
Verification of Registration portion of the Enrollment Package.	May - July 2016
Parent and Student Orientation (4)	May 2016- August 2016
Start of School	August 2016

- ✓ The Lottery

The lottery system works to prevent admission processes that unlawfully discriminate against students. Therefore, if Prestige Preparatory Academy receives more students than it has slots available, it is required by law to hold a lottery to determine which students will have the opportunity to attend. The PPA enrollment lottery is open to all Charleston County male residents entering Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grade.

- ✓ The Lottery Process

  1). A parent or guardian fills out a short form with the student' name, grade level, and basic contact information. The parent may be asked if the student is eligible for any approved lottery preference.)

  2). PPA holds a random drawing. The lottery follows the school's lottery approved enrollment policy.

  3). Students who were selected in the lottery may choose to enroll in the school or decline the offer.

- ✓ The Accepted or Rejected

Once an offer has been extended and accepted - a registration date and time will be scheduled. The parent/guardian will complete the registration portion of the Enrollment Package in person and provide Prestige Preparatory with: *2 proofs of residency; student birth certificate; student health insurance card; documented physical exam within the last 365 days; completed immunization record; most recent report card for students entering grades 1-8*

Once an offer has been extended and not accepted - within 72 hours of notification the parent/guardian will be removed from the waitlist and will have to start the application process once again in the fall for the 2017-2018 school year.

Students not accepted in the lottery are: placed on the waiting list in order of pulled and by grade levels. As openings occur: 1) parents are notified of the vacancy; 2) Parents are given 72 hours (3 business days) to accept the opening; 3) If a parent declines the opening, they are removed from the waitlist and will have to start the application process for 2017-2018 school year. 4) Every effort will be made to reach out to each family and efforts will be documented.

Appeal process

In compliance with South Carolina Code of Law, Section, 59-40-50(C)(1), should Prestige Preparatory Academy deny admission to a student other than through the results of the lottery, the student may appeal the denial to our sponsor, Charleston County School District. The decision is binding on the student and Prestige Preparatory Academy.

Priority enrollment in the lottery

South Carolina Code of Law does not require priority enrollment for children of employees or Charter Committee members; however, Prestige Preparatory Academy will add these categories to our priority enrollment, provided their enrollment does not constitute more than 20% of the total enrollment. Prestige Preparatory Academy will grant priority enrollment to students in the following way:

1st Current Students

2nd Siblings of currently enrolled students

3rd Children of the staff of Prestige Preparatory Academy

4th Children of the Charter Committee

The total number of the children of the staff and charter committee given priority enrollment will not exceed 20% of the total number of students enrolled at PPA.

Out-of-district students

Out-of-district students will not be admitted to Prestige Preparatory Academy at the present time.

Notifications

Once we receive a signed *Student Transfer Request Form,* we will request the records

from the previously attended school. The parents/guardians will receive an Enrollment Package. When the student is accepted, a meeting is scheduled with parents/guardians to complete the registration. When the student is officially enrolled, the previously attended school is notified that the student may be removed from the school's attendance and be officially withdrawn.

Plan and timeline to reach a diverse student population

Plan (tentative and will expand as needed)	**Timeline**
Preliminary Outreach: (4) – Community Meetings; (4) – Parent/Student Info Sessions; (2-3) – Present as vendor; Speaking engagements as frequent as arranged.	May 2015-March 2016
Distribute "Documentation of Intent" to day care centers, churches, etc.	Ongoing
Interviews with local media.	Ongoing
Conversations with community organizations and community leaders who have major outreach capabilities	Ongoing

4. Education Program:

Introduction:

Gurian (2010) advocates: "Boys are wonderful learners and can learn as well as girls. Through the disruptions they cause in the classroom and the low grades they get on reports cards, through their glazed eyes and tapping feet, through their aggression or confusion on the playground, they are pleading," *'We need a lot of help. We need teachers to understand how to teach us effectively, so that we succeed. We need schools to harness and challenge our powerful energy. We need everyone to remember: we're not just kids or students –we are boys.'"*

Are today's classrooms biased against boys? Maybe not, but the failure rate, suspension rate, and special education classifications are increasing at an alarming rate.

Black and Hispanic boys predominantly experience the majority of suspensions, special education placements, poor attendance, and failure on annual state assessments in both Reading and Mathematics. We must do a better job educating all boys. National, statistical data indicates:

- Boys account for 71 percent of all school suspensions. Fifty-nine percent of Black boys and 42 percent of Hispanic boys report being suspended. (U.S. Department of Education and Schott Foundation Report)
- Boys comprise 67 percent of all special education students. Almost 80 percent of these are Black and Hispanic males. (USDOE and Schott Foundation Report)
- Boys are five times more likely than girls to be classified as hyperactive and are 30 percent more likely to flunk or drop out of school. (National Center for Education Statistics)
- Girls outperform boys in grades and homework at all levels.(NCES)
- Limited male role models are found in today's neediest school. Over 81 percent of teachers are female. (NCES)

Beyond the environment of school, is the all-encompassing world of the child's life that cannot be overlooked, dismissed, or ignored when planning the educational program for Prestige Preparatory Academy. Many "at-risk" boys come to school from various living structures; a majority of their homes are without male role models. Single-family and nonnuclear homes have doubled; over a third (39%) of all American children live in single family homes (Kids Count, 2011). Additionally, some boys who are raised in homes without male role models, come to school ready to "externalize" or "act out"; they are more impulsive, aggressive, and antisocial (Hymowitz, 2013). In short, they are begging for our immediate support; to provide a shielding oasis. The innovative, nurturing, quality educational program at Prestige Preparatory Academy is presented here in three (3) major areas:

- Structure;
- Schedule; and,
- Scholarship.

Each area was researched and targeted with the purpose of transforming "at risk" boys in Charleston County to become young men of "promise."

Structure: *The Clientele; The Grade Levels; The Classroom Design; and The School Design*

The Clientele

Why all boys?

An all boys' school fosters a "brotherhood" that is special and makes students feel a part of something that is bigger than themselves (Harriman, 2014). Research affirms that boys learn differently, with different interests, needs, and goals. While these differences are often shaped by culture, many are grounded in biology (Roehikepartain, 2001). Addressing the hard-wiring of how boys develop and embrace learning opportunities that are distinctly beneficial, is the premise of our success. Our rigorous literacy and standards-based instruction is embedded across all core subjects. Our interdisciplinary curriculum and Instructional Facilitator methodology capitalizes on the way boys learn. Instruction infuses techniques that recognize

and encourage the learning styles and tempos of boys. Prestige Preparatory Academy offers our boys the:

- Freedom to be themselves.
- Freedom to be active.
- Freedom to experience competition, rivalry, hands-on-learning, and high-energy activities.
- Freedom to pursue their interest and talents without social stereotypes.
- Freedom to explore interest in academics, arts, music, drama, and other activities without concerns of typecasting.
- Freedom to exhibit the "boys will be boys" mentality in a positive, wholesome manner of treating others with dignity, integrity and respect.

Prestige Preparatory Academy is committed to celebrating our boys' innate qualities, while also setting appropriate limits and channeling their energy into productive outcomes.

What do boys do differently?

1) Boys are energized and motivated by movement, it is often difficult for many boys to sit still, quietly, and pay attention for long periods of time. We allow boys to think on their feet without being unjustly disciplined. IFs are highly visible, increasing engagement and moving boys into "BBs" (2-10 minute exercises) when it is visibly needed to keep boys engaged. Brain Breaks help students pay attention and focus on the learning. In order for children to pay attention, they need to move. This keeps the brain from going to sleep or becoming distracted. Brain Breaks are short, energizing bursts of activity that boosts blood flow, send oxygen to the brain and helps with retention. BB can be as simple as a short free play period, short walk, standing and stretching. Hourly BB energizers, two (2) recess/free-play sessions (daily) and two-three (weekly) physical wellness classes weekly are highly recommended for each student.

2) Boys are relational and they do their best when teachers, administrators, and coaches establish authentic relationships. We will establish meaningful and purposeful relationships by *praising the process rather than praising the product* to build real-life connections. Boys are with the same team of Instructional Facilitators for 2-3 years; affording time to know each student by name and interest; and, genuinely listening and

responding to their questions, concerns, and ideas to create confidence. We encourage "risk taking."

3) Boys thrive on sensory/kinesthetic experiences that involve two or more of the five senses to promote learning and increase retention. We employ an Interdisciplinary Curriculum that endorses: expeditionary (project-based/problem-solving) learning; student-directed learning; and creating a mind-to-body connection.

4) Boys respond well to explicit directions, high expectations and positive reinforcements. We provide boys advance notice of directions in both written and verbal; step-by-step processing; and, repeating directions in a "call and response" manner, allowing ample time for questions. We encourage our boys to be accountable and responsible for character attributes such as self-control, honesty, courage, persistence, dependability, and compassion. Our boys accept the mindset of "brothers' keeper" to promote congenial respect and confident self-esteem.

5) Boys literacy skills improve with increased usage of graphic, pictures, visual media in the classroom and through assignments; write with more details; stronger retention; performance increases across all disciplines; We will provide graphic novels; posters; technology devices like MaKey-MaKey, and grade appropriate iPad applications for improving reading and writing.

6) Boys frequently engage in arguing, making a point, and/or demanding to be heard. Competitive learning opportunities such as debating, thought-provoking games, Board Room (intellectual board games), and goal-oriented tasks are implemented to encourage boys to give and do their very best. Learning how to "win" with dignity and grace and to "lose" with dignity and grace are major life-lessons, too.

7) Boys often feel isolated, limited, and without choice in regards to literacy. Approximately 50% of writing and reading choices should be left to the boys' selection. Such as non-traditional material, USA Today, graphic novels, comic books, and student level magazines and newspaper such as Boys Life and Weekly Reader.

8) At-risk boys make enormous academic gains and social growth when they have strong male role models. Prestige Preparatory Academy will strive to develop an extensive cadre of male mentors including: parents; fraternity members; Mason members; community-leaders; faith-based ministers; leaders; and other professional males who

represent what men of integrity look and act like. We will seek positive role models worthy of emulating, men who listen and ask bonding relationship building questions with a tone of respect;

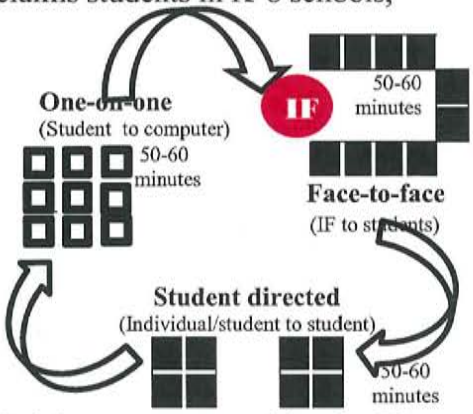
9) "Boys Only" means removing the busyness and distractions that often occurs in coed classrooms and offer a choice to flourish in a single-gender setting;

10) Boys resent labels, the "sensitive boys" (with special needs), prefer an inclusive, non-labeling environment. Special Education IF visits the student (and the class) non-intrusively.

The Grade Levels (K-8)

Selecting grade levels K-8 for Prestige Preparatory Academy was not by accident. Kindergarten – 8th "also known as "elemiddle" out performs other 5th – 8th schools (Hough, 2004). The Charter Committee agreed to implement this model as an additional initiative to improve student achievement. Alleviating the harmful effect of transitioning from primary to elementary; elementary to middle school; and making the transition into high school smoother and seamless relieves apprehension and stress. Geiser (2007) claims students in K-8 schools, have higher achievement in Math and ELA; higher attendance rates; better self-esteem; leadership; and attitudes, all which affect achievement.

The Classroom Design



Flex Model is a pedagogical transition which allows an Instructional Facilitator (IF) to divide the classroom, offering more individual attention with fewer distractions. The Flex Model opens opportunities for IFs to apply differentiated instruction with fidelity. Implementing the Flex Model improves communication, management, and flexibility for each student. It is a hybrid approach to administering an education program that utilizes face-to-face instruction (traditional learning); one-on-one learning conducted via the Internet (blended learning); independent learning at stations (student-directed and/or expeditionary learning). Each rotation occurs every 50-60 minutes with 8-9 students in each movement (see illustration). Blended learning allows students to engage in the material, control the pace and order of progression through the subject matter. Blended learning is an integrative experience that accommodates students' varied learning styles

and behaviors. Boys will engage in constant assessment with immediate feedback from instruction and assessment tools such as: Dreambox; Lexia; Read 180; ST Math; etc. Ark (2012) describes four (4) benefits of the Flex Model as: 1) Competency-based – Students' progress based on demonstrated mastery they use cohorts and teams when and where they are helpful; 2) Customized experience – Flex Models make it easy to customize the experience for each student; 3) Portable and flexible – Students can take a flex school experience on the road for home, holidays, or community-based learning experience; 4) Productive operations – Flex Models have a potential to offer staffing and facilities solutions.

The School Design

Schools-Within-A-School (SWAS), also known as Learning Complex, Dewees (2007) portrays the school-within-a-school model as an approach to reform and restructure school improvement. Research on SWAS suggests that this model contributes to the achievement and sense of well-being for low performing students (Howley & Bickel, 2000). Students in SWAS benefit from the establishment of communities and symbolic identities; the gains include positive impact on students, improved attendance rates, improved behavior, greater satisfaction with school, and greater self-esteem (Raywid, 1996). PPA proposes this SWAS structure:



Explanation of the Prestige Preparatory Academy structure

Why universities? – Introducing the possibilities of next steps at the start of their educational journey. ***Why houses?*** – Identity that resembles the college halls or complexes representing departments or course of study. ***Why Greek letter names*** – Greek letters resonate with many professional males, e.g., fraternities; masonic affiliations; faith-based. (This strategy will inherently enhance our quality mentors' program). ***Why branding*** – powerful phrases to move and motivation of what is expected at each school.

Schedule: *The Time*

Time is a key factor in improving student learning. Maximizing allocated time (opportunity to learn); engaged time (time on task/interacting in learning); and academic learning time (quality of instruction) collectively increases time for learning and the depth of learning. At-

risk students need more time to catch-up; more time to learn how to READ proficiently; and, more time to read. According to the National Commission on Adult Literacy (2011):

- 2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare.
- 1 out of 4 children in America grow up without learning how to read.
- Students who do not read proficiently by 3rd grade are 4 times likelier to drop out of school.
- 32 million adults in the U.S.(14% of the population) cannot read; 21% of adults in the U.S. read below a 5th grade level; and 19% of high school students cannot read (U.S. Department of Education,2015; National Institute of Literacy, 2014).

In today's fast moving world, it is critical that students develop the literacy skills needed to read during their primary years. With additional time we can end this vicious cycle and rectify the social and economic ills of illiteracy.

We expect that up to 85% of Prestige Preparatory Academy's student population will live below the poverty line; 85-90% will enter reading below grade level; and 20% or more will have special needs. To meet the expected needs of our population, we will provide increased time in various formats. Nationally, the number of schools adding hours and/or days to address the needs of the "at-risk" population has increased 53% since 2009, according to a 2012 report from the National Center on Learning and Time. So, as we prepare boys to compete in the global economy it is important that we replicate the time (9-12 hours) Asian students spend in school as a critical component of education reform.

Our strategy for creating a depth of learning includes two 150-180 minute periods, Literacy Block (ELA/Writing/Social Studies/Music/Art/PE/etc.) and an Exploration Block (Mathematics/Science/Music/Art/PE/etc.) presented in an integrated learning pedagogy. The time critical content is facilitated to boys by age groups in early morning for K-4, and late morning, to mid-afternoon for grades 5th-8th. We accomplish increased instructional time through staggered start times; extended day (with before and after school); Saturday seminars/camps; and, extended year (5 weeks Summer Institute). The basic rationale motivating these initiatives is that Prestige Preparatory Academy will effectively and efficiently use time to help our boys succeed through "exposure" and challenges. Exposure for our boys means to introduce them to

the world that exists beyond their community/neighborhood, to the possibilities, and opportunities available to them. As we groom these young, future leaders, it is our job to help them seek the road less traveled instead of following the only ones they know. Exposure comes with fieldtrips (travel); fieldwork; visitors; assemblies; reading; research; and etc.

- *Start Times* – Boys in grades K-4 will start school at 7:45 a.m. and grades 5-8 start the day at 8:45 a.m. Middle school age "at-risk" students starting the school day before 8:00 a.m. underperform their peers who start at later times (Jacobs & Rockoff, 2011).
- *Extended School Day* – To close the knowledge and achievement gaps, we will implement extended schedules daily and mandatory Saturday school at least once monthly. Our school day runs from 7:45 a.m. until 5:00 p.m. in grades K-4, and 8:45 a.m. until 6:00 in grades 5-8 for 9 hours, 15 minutes. The expanded day affords the time needed to furnish two extended learning blocks; frequent Brain Breaks and free play; 1 hour before school program "Hour of Power;" and 1 hour after school remediation and enrichment program, "Cloture," including: tutorial, specialty sports, visual and preforming arts, clubs, and affiliation with national organizations, etc.
- *Extended School Year* – We plan to implement an extended-year program. School will be in session approximately 41 weeks; the first 36 weeks will coincide with the Charleston County School District's scheduled school calendar. We are adding Summer Institute, an additional 5-week summer remediation and enrichment program. At the conclusion of a seven year cycle, e.g., the founding 1st graders (2016-2017), with the 5-week summer sessions will accumulate a total 35 weeks over seven years, adding an additional school year, by the conclusion of 7th grade (2022-2023). An extended year education restructures the traditional school calendar to maximize learning:
    - The method is based on a balanced academic calendar.
    - The theory is that, with shorter breaks, students forget less and Instructional Facilitators will require less time for review.
    - The overall result is increased time for new learning.

Primarily, for our projected student population, using a modified school calendar creates opportunities to build-in extra time for remedial catch-up, tutoring, enrichment and the educational program's bold academic rigor and ambitious special programming.

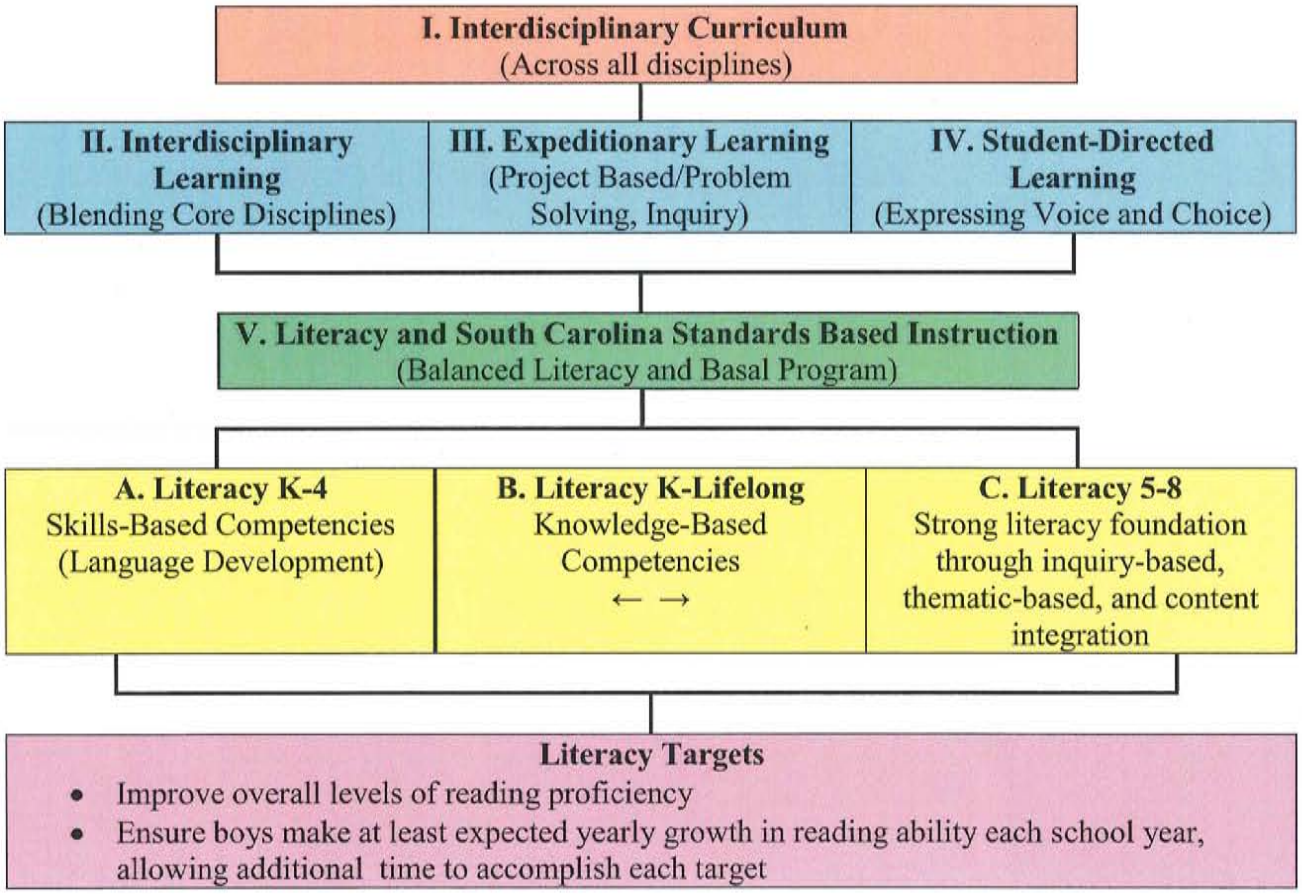
Scholarship: *The Curriculum; The Whole Boy*

Former president Harry S. Truman once said, *"Not all readers are leaders, but all leaders are readers,"* while Dr. Seuss has coined the quote, *"The more you read, the more things you will know. The more that you learn the more places you will go."* At the core of Prestige Preparatory Academy's Curriculum is to develop readers who will become leaders.

The Curriculum

I. The Interdisciplinary Curriculum tool aggressively confronts the needs of "at-risk" boys and is aligned with the mission and vision of Prestige Preparatory Academy. We are convinced that our interdisciplinary curriculum affirmed by interdisciplinary, expeditionary, and student-directed learning will address the needs of our boys through authentic and rigorous literacy-based and South Carolina standards-based instruction, K-8. We will diligently strive to close the achievement gap; raise performance; extinguish discipline issues; and, educate the whole boy.

Curriculum Chart



• Accelerate struggling readers' development

School-based Literacy Action Plan (confronting the critical needs of "at-risk" boys)
A. Leadership Activities
• Establish a literacy leadership team to plan for meeting the needs of each boy • Plan intensive professional development • School Leader models by example the necessity of accomplishing the literacy targets. • Awarding outcomes for both students and IFs
B. Using Data with Fidelity
• Select the assessment tools to meet the needs • Data needed: formal outcome assessments; formal or informal screening; formal or informal progress monitor; and, formal or informal diagnostic test • School-wide data meetings (weekly)
C. Appropriate and Effective Instructional Materials
• Select programs and materials with interventions, remediation and assessments tools • Books that enhance literacy instruction across disciplines and of interest to boys.

Connections and Explanations

Interdisciplinary, expeditionary, and student-directed learning are the pillars or anchor selected to support our Interdisciplinary Curriculum. Each is a unique tool for improving the academic frailties of "at-risk" boys. While different, each complements the purpose and design of the other. These three learning methodologies serve as pillars supporting the curriculum, they also lay the foundation for a thorough, rigorous literacy and standards-based instruction across all disciplines.

II. Interdisciplinary Learning improves achievement for low performing students by helping to make meaningful connections that exist across all disciplines. Moving from learning and teaching subjects in isolation to learning and teaching in a real-world perspective is the ultimate goal. Only in education do we do this, outside of the "school house" people know that all these things flow in and out of each other, disciplines affect each other. For a while, the tendency to continue to focus on disciplines separately might occur, but as we work collaboratively to train, research, study and plan, changing mindsets will happen. The benefits of this approach are numerous; however, the major gain is providing positive educational outcomes.

III. Expeditionary Learning (growth mindset) researcher, Carol Dweck expounds that expeditionary learning drastically improves the performance of struggling students. Each time students push out of their comfort zone to learn and meet new challenging things, their brain forms new connections, new neurons. Prestige Preparatory Academy's growth mindset lies in our mission and vision. When students strive to achieve the growth mindset, they are motivated by good struggle; accept the big challenges; and are proud of the accomplishments gained from

struggle. Instead, the fixed mindset accepts failure as a reason to give up; feel inadequate; and/or measures oneself as a failure. Expeditionary learning force students to go beyond the minimum effort; make connections across different subject areas; answer open-ended questions; retain what is learned; apply learning to real-life problems; have fewer discipline problems; and have lower absenteeism (Curtis, 2002). The projects-based/problem solving demands teamwork, critical thinking skills, metacognition, and time management. Lamar (2011) nails the definition of expeditionary learning as learning by doing.

IV. Student-Directed Learning (SDL) requires a mindset shift. When teachers take on the role of Instructional Facilitator (IF), they also take on the role of "learner." It is a process of letting go and encouraging students to be accountable and responsible. Not knowing all the answers, not readily offering an answer, and/or when IFs view themselves as learners is valuable in the classroom. When the IF and students collaboratively embark on research together, students witness first-hand what a learner is. Taking on the role of "co-learner" promotes students to be researchers (Checkley, 1995). SDL launches student ownership to taking responsibility, making choices, and having voice in their learning.

V. Literacy and Standard Based Instruction combined; helps strengthen boys' ability to see the relevance of literacy across all content subjects. Embedding literacy (skill-based competencies and knowledge-based competencies) into various subject areas exposes boys, on a daily basis, to a wide array of reading opportunities which promotes more reading and increased reading levels (Forget, Pinney, Luke, & Barrett, 2014). However, knowledge-based competencies are more likely to be the sources of academic difficulties for children living in poverty or non-English speaking homes (Lesaux, 2013). To assist these populations in becoming better readers, writers, and thinkers, Prestige Preparatory Academy plans to address the needs of all boys by using a multiplicity of approaches and resources. The International Reading Association (2000) outlines that children learn to read using a variety of methods, supplemental materials, reading programs and classroom libraries, because no one size (approach) fits all. Prestige Preparatory Academy strives to achieve literacy classrooms of life-long learners; boys who have a love of reading and writing, and continues to want to learn.

The Whole Boy

Educating the "whole boy" at Prestige Preparatory Academy is exemplified in our mission and vision; and, in some ways, utilized to improve academic gains through physical, emotional, social, and cognitive engagement. Prestige Preparatory Academy primary focus lies

in academic achievement (annual standardized test results) for many critical reasons; however, our "structure, schedule, and scholarship" exudes characteristics for educating the “whole boy.” Inspiring the spirit, mind, and body of each boy entrusted to us aides in reforming “at-risk.” The "structure, schedule, and scholarship" that comprise our educational program incorporates attributes for educating the “whole boy” which are:

- brain, body, and mind awareness
- understanding emotional competence
- supporting risk taking
- promoting innovation and creativity
- encourage fun and laughter
- ensuring achievement
- building positive relationships

5. Goals, Objectives, and Evaluations:

The foundation of goals, objectives, and evaluation of Prestige Preparatory Academy is anchored in our mission and vision. *Prestige Preparatory Academy provides boys with a world-class learning opportunity by creating a nurturing and innovative environment, developing the core values of scholarship, integrity, and brotherhood by preparing our boys for lives of leadership in a rapidly changing world.*

Our vision *is to empower boys to "raise the bar" and become young men of intellect, integrity, and compassion.*

Goal 1:	**Prestige Preparatory Academy will challenge the minds of students by pursuing academic excellence and preparing them for high school success and beyond.** At least 60% of boys who have been enrolled for three years will achieve an 85/100 or better on state assessment; by 2023, at least 74% of boys will achieve an 85/100 or better; and by 2026, at least 90% of boys will achieve an 85/100 or better. Students who have attend Prestige Preparatory Academy for 4 consecutive years before entering high school: At least 80% will graduate in the class of 2025; and at least 85% will graduate in the class of 2026.	
	1.1	ELA growth target from fall to spring as measured by Measurement of Academic Progress, 3rd -6th (MAP) and Children's Progress Academic Assessment, K-2 (CPAA) assessment will increase by at least 3% annually. At least 60% of boys who have been enrolled for three year will achieve an 85/100 or better on state assessment; by 2023, at least74% of boys will achieve an 85/100 or better; and by 2026, at least 90% of boys will achieve an 85/100 or better.
	1.2	Mathematics growth target from fall to spring as measured by Measurement of Academic Progress (MAP) and Children's Progress Academic Assessment (CPAA) assessment will increase by at least 3% annually. At least 60% of boys who have been enrolled for three year will achieve an 85/100 or better on state assessment; by 2023, at least74% of boys will achieve an 85/100 or better; and by 2026, at least 90% of boys will achieve an 85/100 or better.
	1.3	Boys who have been enrolled consistently since 2016-2017 will read on grade level by the conclusion of third grade: at least 75% in 2020; at least 80% in 2021; at least 85% in 2023; at least 90% 2026.
	1.3	Boys (3rd -6th) will reduce failure by at least 5% each year on the state-mandated annual assessment in Reading/ELA starting school year 2017-2018. At least 54% of boys who have been enrolled for three year will achieve an 85/100 or better on state assessment; by 2023, at least74% of boys will achieve an 85/100 or better; and by 2026, at least 90% of boys will achieve an 85/100 or better.
	1.4	Boys (3rd -6th) will reduce failure by at least 5% each year on the state-mandated annual assessment in Mathematics starting school year 2017-2018. At least 54% of boys who have been enrolled for three year will achieve an 85/100 or better on state assessment; by 2023, at least 74% of boys will achieve an 85/100 or

		better; and by 2026, at least 90% of boys will achieve an 85/100 or better.
	1.5	Increase attendance by at least 5% annually to reach at least 95% by school year 2025-2026.
Goal 2:	**Prestige Preparatory Academy will challenge the minds and bodies of boy to develop critical literacy skills to close the achievement gap.** At least 54% of boys who have been enrolled for three year will achieve an 85/100 or better on state assessment; by 2023, at least 74% of boys will achieve an 85/100 or better; and by 2026, at least 90% of boys will achieve an 85/100 or better.	
	2.1	Decrease the gap between at-risk and non-at-risk students in grades 3rd -6th by at least 5% in Reading, Writing, Mathematics, and Science on the South Carolina Assessment each year. At least 54% of boys who have been enrolled for three year will achieve an 85/100 or better on state assessment; by 2023, at least74% of boys will achieve an 85/100 or better; and by 2026, at least 90% of boys will achieve an 85/100 or better.
	2.2	Decrease the gap between all students groups to include (at-risk, special education, ELL, and economically disadvantaged) who meet Proficiency on MAP grades 3-6 by 5% each year. At least 54% of boys who have been enrolled for three year will achieve an 85/100 or better on state assessment; by 2023, at least74% of boys will achieve an 85/100 or better; and by 2026, at least 90% of boys will achieve an 85/100 or better.
	2.3	Increase physical exercise with the purpose of boosting cognitive brain function; improving concentration, and decreasing anxiety to aid in closing the achievement gap of all boys by 3% annually 2017-2026.
Goal 3:	**Prestige Preparatory Academy boys will challenge the physical and emotional wellbeing and perspective of the world around them; boys demonstrate academic achievement through successful completion of interdisciplinary and expeditionary projects while making critical developmental connections to themselves and their community.** Utilizing valid and strategic 4 point rubrics at least 50% of boys will score a 3 or 4 on project in 2018; at least 70% boys score 3 or 4 in 2023; and at least 90% scoring 3 or 4 by 2026.	
	3.1	Each year, every student will complete two interdisciplinary projects by engaging in critical thinking, creativity, and communication skills with blended content areas, which will be assessed using research based teacher designed rubrics tested for reliability and validity that are linked to state standards in reading, writing and the content areas (mathematics, science, or social studies). Utilizing valid and strategic 4 point rubrics 50% of boys will score a 3 or 4 on projects in 2018; 70% boys score 3 or 4 in 2023; and 90% scoring 3 or 4 by 2026.
	3.2	Each year, every student will complete community improvement expeditionary projects to investigate and solve socially relevant problems and affect meaningful changes in the communities outside their classroom, which will be assessed using research based teacher designed rubrics tested for reliability and validity that are linked to state standards to addressing or resolving a social issue. Utilizing valid and strategic 4 point rubrics 50% of boys will score a 3 or 4 on projects in 2018; 70% boys score 3 or 4 in 2023; and 90% scoring 3 or 4 by 2026.

Instructional Strategies

• Implement a Blended Learning Initiative to include programs such as: mClass; ST Math; Imagine Learning; Dream Box.
• Present rules and instruction in an informative rather than controlling manner.
• Give students opportunities to make choices (individually or as a group).
• Evaluate students' performance in a non-controlling manner.
• Use extrinsic reinforcement selectively.
• Teach basic, foundational skills.
• Use effort and achievement rubrics.
• Student-directed instruction to promote prior knowledge.
• Relate new information to prior knowledge.
• Allow students many opportunities for practice and learning.
• Use scaffolding of complex task.
• Make assignments relative by making them require prior knowledge.
• Implement authentic activities.
• Promote mastery or challenging tasks.
• Create activities that promote HOTS (high order thinking skills).
• Convey high performance expectations.
• Use intrinsic (internal) motivation which has more advantages than extrinsic (external) motivation.
• Intrinsically motivate students by: creating meaningful lessons; promote authentic engagement; encouraging students' success; promoting pleasure and enjoyment.
• Physical Education classes three (3) times weekly and recess twice daily

Internal Assessment

Short and Long Term Goals

Prestige Preparatory Academy Charter Committee strives to offer our "at-risk" students a quality education augmented with exposure to the broader world and unique opportunities. Our short term goals are direct paths toward reaching long term goals. Prestige Preparatory Academy will serve as an institution that works toward college prep, accomplishes greatness in sports, excels in extracurricular endeavors and finally achieves attainable and realistic grades that academia regards as stellar. The strategic planning focuses on preparing our young men to excel in college and desired career(s), and to compete globally. The needs and aspirations of Prestige Preparatory Academy convinced the Charter Committee to identify several three to five year goals to promote improvement in student performance, beginning school year 2016-2017: implementing common assessments and analyzing assessment results for instructional planning;

ensuring that the taught/implemented curriculum is fully aligned with South Carolina Standards; striving to address the depth of our boys needs by initiating and developing relationships with them; implementing a plan for affording each boy a mentor; and integrating relevance with a culture of transparency for student understanding. Our overarching long term goal is make Prestige Preparatory Academy a pillar of excellence and a beckon of promise for young men, recognized as a bona-fide "turnaround" model worldwide.

Types of Assessments/Usage

Name of Assessment	Month or Season Administered	Type and Purpose for Administering
South Carolina Annual Assessment	April	Mandated assessments for accountability, measures scoring as exemplary; met; or not met in Mathematics, Reading, and Writing. Results reported by grade level and aligned with the South Carolina Standards. Currently being revised by SCDE at the time of writing.
NWEA (Measures of Academic Progress) both MAP and CPAA; Edgenuity; mClass; ST Math	September, January, and May	September- baseline assessment for individual student achievement at the start of the school year. January- test to measure longitudinal growth and problem areas (used in "Corrective Action"). May- test to measure longitudinal growth and to plan for the 5 week summer session or the following year. The following year's September test will allow for summer session growth or how much knowledge was lost during summer break.
Classroom Assessments	Ongoing	Writing across the curriculum, Knowledge Design (interactive notebook), exhibitions of learning, project rubric grading, self-assessment, student-led conferences, digital portfolios, peer critiques, quizzes and tests. These assessments give the IF immediate feedback.

Assessment Revise Professional Development

The Instructional Facilitators (IF) and the School Leader will discuss all assessment evidence collected the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). These triple sessions allow the School Leader and IF to discuss needed resources, supports and professional development that may assist in attaining continued academic growth. Based on evidence presented as progress toward and/or attainment of the targets described in the goals and objectives, the IF will assign one of four ratings for each summative assessment. The

criteria for each ratings: Exemplary (4 met and exceeded all objectives); Proficient (3-met all objectives); Developing (2- met at least 1 objective and progress on others); Below Standard (1- did not meet any objectives).

Student summative outcomes promote critical conversations about teaching and learning, effective assessment practices, and using evidence of student growth to demonstrate student progress. This approach reflects upon what has been learned, what leadership actions that have been successful to improve teaching practices and student achievement, and what professional development and supports will allow continued growth as an instructional leader and to empower the IFs and staff. The implementation of effective professional development and supports provides ongoing continuous improvement for all faculty and staff and is dictated by assessment outcomes.

Formal and State-Mandated Assessments Alignment

Prestige Preparatory Academy plans to implement a formal assessment system that aligns with the proposed school's goals and the state-mandated assessment. Prestige Preparatory Academy will collect and use longitudinal assessment data to determine and improve the academic progress of the students from year to year. To perform the other assessments' longitudinal analysis, Prestige Preparatory Academy will compare test scores from the BOY, MOY with test scores at the EOY. For this analysis Prestige Preparatory Academy will use an assessments like Measures of Academic Progress (MAP) and Children's Progress Academic Assessment (CPAA) both products of Northwest Evaluation Association (NWEA), a series of personalized computer-based assessment systems of dynamic tests offering immediate feedback, three times per year. Unique benefits of the NWEA assessments include: adapt dynamically during the test to each student's current achievement level; aligned to the new South Carolina Standards; provide test results immediately following the assessment so that teachers are more quickly able to modify instruction or provide intervention; NWEA Learning Continuum is tied to the numeric score in a way that allows the IFs to identify what students know and have yet to master; Longitudinal analysis of Prestige Preparatory Academy data will also be scrutinized to look for areas of strengths and weaknesses.

Data Collection, Analysis, and Management

To improve student achievement, the use of data is essential in how we evaluate our practices and monitoring students' academic progress. Prestige Preparatory Academy will

collect, analyze, and manage data for the sole purpose of supporting instructional decision making. These decisions include, but are not limited to, how to adapt lessons or assignments in response to students' needs, alter classroom goals or objectives, or modify student-grouping arrangements. The decisions will also provide the need for creating the organizational and technological conditions that foster effective data use.

Prestige Preparatory Academy will collect, analyze, and manage our data by implementing recommendations researched by National Association of Elementary School Principals (NAESP) for using student achievement data to support instructional decision making and to the best possible use:

- Make data a part of an ongoing cycle of instructional improvement. Facilitate students in "how to" examine their own data and set learning goals.
- Determine how the school will use the data.
- Provide supports that foster a data-driven culture within the school.
- Maintain data.

Communicating With Parents, Sponsor, and Community

Student success occurs when there is a partnership between the Instructional Facilitators and parents. Communicating student progress with parents is a critical part of our assessment process. Sharing the assessment results can be a major step in establishing a student's instructional readiness, and monitoring progress toward over time, which leads to measuring the student's academic growth.

Prestige Preparatory Academy's communication with parents include: sending home in hard copy or email a Progress Letter at the conclusion of the BOY, MOY, and EOY assessments with the assessment summary reports attached and conduct individual parent/IF conferences for students as needed. Overall classroom and school results can be reported to parents in parent group meetings and parent newsletter.

As a public charter school, our sponsor, Charleston County School District, representative will receive copies of summative assessments BOY, MOY, and EOY after each assessment. The results of summative assessments will also be available for review by all stakeholders in hard copy in the front office; posted on our webpage; and in the Prestige Preparatory Academy Newsletter.

Corrective Action

Prestige Preparatory Academy faculty and staff will make regular use of students' performance data to inform instructional practices. Both "snapshot" and longitudinal data will be used in addition to classroom assessment to identify students in need of remedial support. Corrective intervention starts when a student is not making sufficient growth in a year's time or if a student fails to score proficient or advanced on the state-mandate assessment, or does not earn a passing grade in a subject area not measured by the state-mandatory assessment. Depending on the unique situation of the individual student, any or all of the following strategies will be pursued in an attempt to remedy the situation:

- Remediation support to include additional instructional time with IF, other staff, or parent volunteers, at-home work; or after-school work.
- Conference with parents or guardians to discuss possible interventions. This conference will explore specific strategies for increasing performance.
- Referred to Student Support Team.

If the referral moves to special education review, those responsible for special education services work in conjunction with the classroom IF to identify the root cause or causes and create a remedial strategy plan for that student. Faculty meetings will be utilized to routinely review student work and discuss strategies to meet the individual needs of students. During these meetings, IFs receive support from one another to assist students in achieving the required standards. Instructional Facilitators offer advice, collaborate ideas, and practices in order to provide targeted support for improving student outcomes. At times, these discussions may include parents and the students themselves so that coordinated intervention and support services can be offered. As such, this powerful staff development protocol ensures that the analysis of daily student performance data:

1) Informs refinement of practice in the classroom;
2) Provides communication with parents/students; and,
3) Supports student achievement and maintaining challenging expectations.

At the classroom level, Prestige Preparatory Academy IFs will use a variety of strategies to monitor student understanding and progress on a daily and weekly basis. These may include quizzes, weekly student reflections, and daily "check-ins," e.g., asking students at the end of a class session to write and submit a quick reflection, exit question response, or "joy and junk." (Student writes one "joy"– a good thing and one "junk"– not so good thing about the day). In

addition, Prestige Preparatory Academy teachers will establish protocols for weekly reviews of student work including using learning logs or journals, and weekly check-ins to gauge progress on long-term projects.

Corrective Action will also include the multi-tiered approach of Response to Intervention (RTI). RTI is used for early identification and support of students exhibiting learning and behavior needs. RTI is designed with "at-risk" students in mind. The criteria includes: high quality instruction; ongoing student assessment; tiered instruction; and, parental involvement.

Prestige Preparatory Academy also plans to issue regular progress reports and grade-status updates to students. IF can then intervene with students who may be in danger of not receiving passing grades. Such intervention may include meeting with students' parents to assess what additional home supports might assist the students with their learning. Parents are invited into the classroom at their discretion, with an appointment. There is a *Culture of Transparency* at Prestige Preparatory Academy and access to daily performance by parents and the public at large is welcomed.

6. Serving Students with Special Needs:

Understanding Requirements

Prestige Preparatory Academy, a public charter school, opens enrollment to male students in grades K-8 and provides a free and appropriate public education (FAPE) to students with disabilities by offering services to address their needs. Prestige Preparatory Academy, will act in accordance with the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 504 of the Rehabilitation Act, the American with Disabilities Act (ADA), and Title III of the Elementary and Secondary Education Act (ESEA).

Individuals with Disabilities Education Improvement Act (IDEA) of 2004

Prestige Preparatory Academy will provide special education instruction and related services in accordance with the IDEA. Prestige Preparatory Academy will enforce the rules and regulations of IDEA. The principles on how IDEA operates include (Heward, 2013; Turnbull & Turnbull, 2000):

- *Zero Reject:* All children with disabilities must be educated.
- *Protection in Evaluation:* Nonbiased, multi-factored methods of evaluation to determine whether a child has a disability must be used and, if so, whether special education is needed.
- *Free, Appropriate Pubic Education (FAPE):* All children with disabilities, regardless of the type or severity of their disability, shall receive a free, appropriate public education.
- *Least Restrictive Environment (LRE):* LRE is mandated by IDEA that students who have a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.
- *Procedural "Due Process" Safeguards:* Due process safeguards to protect the rights of children with disabilities and their parents must be provided.
- *Parental Participation:* Collaboration with parents and students (whenever appropriate) in the design and implementation of special education services imperative.

Section 504 of the Rehabilitation Act

If a student of Prestige Preparatory Academy is found to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are

needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation, drawing upon a variety of sources, including, but not limited to, assessments previously conducted by CCSD. A 504 Plan is described as any disability, long-term illness, or various disorders that "substantially" reduces or lessen a student's ability to access learning in the educational setting because of a learning, behavior, or health-related condition.

A copy of the student's 504 is: made available to the 504 team, Instructional Facilitator(s), and parents; included in substitute's (short or long term) lesson plans; maintained in the student's file. Each student with a 504 Plan will be reviewed at least once each year to determine the appropriateness of the plan, needed modifications, and continued eligibility.

Americans with Disabilities Act

Prestige Preparatory Academy will assure that individuals with disabilities are given civil rights protections that are like those provided to individuals on the basis of race, sex, national origin, and religion. To include: public accommodations; transportation; state and local government services; and telecommunications.

Title III of the Elementary and Secondary Education Act (ESEA)

Prestige Preparatory Academy will successfully teach English Language Learners beginning with proper assessment of their levels of proficiency and literacy in the primary language as well as in English. The assessment will yield two groupings: (1) students who have strong literacy skills in their primary language, and (2) those who have limited prior schooling and or literacy in their primary language. The first grouping usually transfers the learned literacy skills from their primary language to English and progress rapidly learning English. The second group will require intensive support in learning English. Limited English learners will enter an English immersion program as soon as possible after accepting admittance to Prestige Preparatory Academy, but at the latest, during the summer program at the conclusion of the first year. Prestige Preparatory Academy will leverage the materials, individualized instruction, and additional resources to help the students develop English proficiency.

Certified Personnel

Prestige Preparatory Academy, in accordance to IDEA, will hire certified, highly qualified in special education instructors. One (1) teacher will be hired in this capacity for school year 2016-2017; and a total of 3 highly qualified special education instructors hired

within the first five (5) years.

Documentation

Prestige Preparatory Academy will operate in compliance with the documentation required in state and federal mandatory laws, to include:

- Family Educational Rights and Policy Act (FERPA)
- IDEA and FERPA Confidentiality Provisions (2014)
- Health Insurance Portability and Accountability Act (HIPAA)
- Individuals with Disabilities Education Act of 2004
- No Child Left Behind (NCLB)/Elementary and Secondary Education Act (ESEA)
- Americans with Disabilities Reauthorization Act of 2009 (ADA)
- Section 504 of the Rehabilitation Act of 1973
- Medicaid

Documentation is critical and must be consistent, completed, accurate, and timely; practices and procedures of effective documentation are influenced by the practices, roles, and responsibilities of Prestige Preparatory Academy. We know documentation can affect outcomes of students receiving services.

Assessments

Prestige Preparatory Academy will comply with both IDEA and the Elementary and Secondary Education Act (ESEA) requirements regarding all students participating in state assessments.

The accountability of including all students in state assessments, benefits Prestige Preparatory Academy by heightening expectations; developing new programs and methods of teaching to address diverse learning styles; and encouraging the inclusion of students with disabilities in activities with their non-disabled peers.

Students will participate in state assessment in one of three ways:

- With no accommodations,
- With accommodations,
- SC-Alternate Assessment.

Prestige Preparatory Academy understands that minimum number of students may be unable to take standard statewide assessments, even with accommodations, due to the nature and

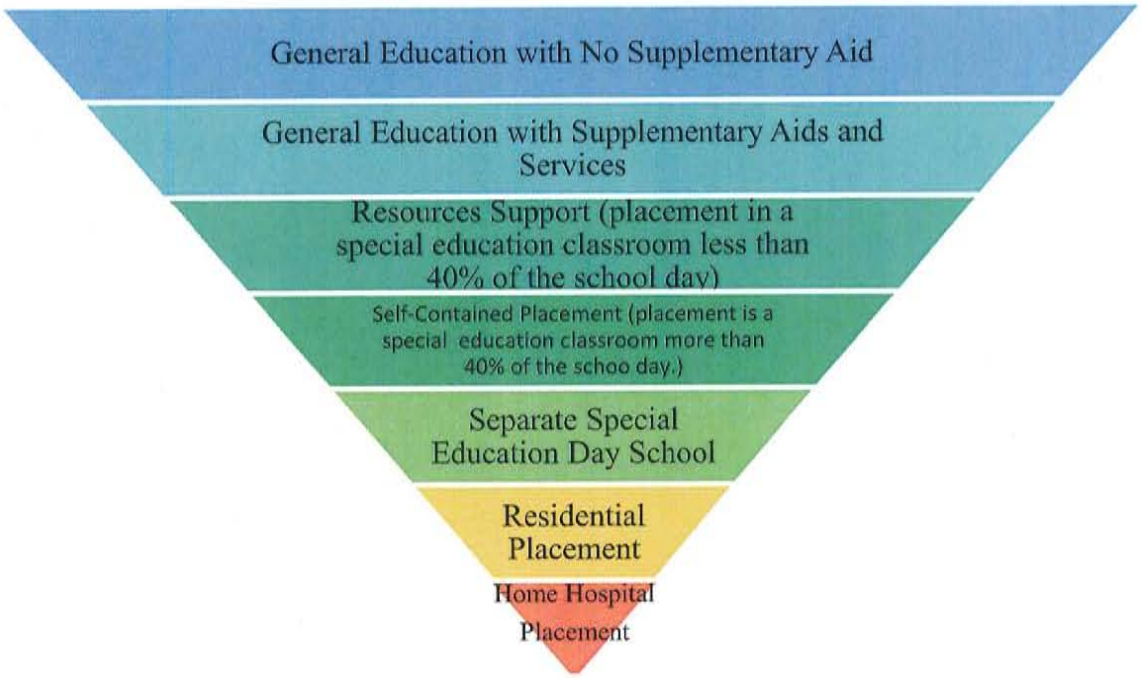
severity of their disability. These students will be designated by the Individualized Education Plan (IEP) Team to participate in the SC-Alt.

Accommodations, Adaptations, and Modifications

Prestige Preparatory Academy will consider specific accommodations, modifications, and services to assist students in reaching their best educational performance. The IEP Team will consider whether it is necessary to adapt the content (change the complexity of information taught). The IEP Team will also consider whether it is necessary to adapt the methodology or delivery of instruction (change in the way students are taught) or the performance criteria of the classroom (change the way students expresses what they have learned). All of the changes and services that the IEP Team identifies are written in the IEP. The IEP then serves as a resource to assist the Instructional Facilitator (IF) in providing a supportive and effective classroom environment throughout the school year.

Service Delivery and Placement Options

Prestige Preparatory Academy understands education placement decisions is a determination of where the local educational agency (LEA) will implement the student's IEP, based on student's needs, must be in the least restrictive environment, and may include the following locations from least restrictive environment to restrictive environment:



Prestige Preparatory Academy compliments the placement options with the service delivery (inclusion, exclusion; mainstreaming; self-contain) in accordance with IDEA. The services consist of two parts: needs and accommodations and supplementary services. Our special needs students will receive services in varying degrees based on the degree to which they interact with the non-disabled population. Service deliveries provided by Prestige Preparatory Academy may include: assistive technology, positive behavior strategies, modified assignments, a paraprofessional, study breaks, or preferential seating. Additional services such as: consultant teacher services; resource room services; related services; integration co-teaching services; and special class will be made available as indicated in the IEP. Service delivery may also include changes in instructional strategies; social or behavioral support; environment; assessment (testing); and staff support.

Staff, Funding, Services, and Program Evaluation,

Adequate funding to support hiring a certified, highly qualified instructors, instructional materials and as needed, contractual and specific services to support the IEP of students is documented in Appendix P.

Nonacademic and Extracurricular Services

Prestige Preparatory Academy will include all students, disabled and non-disabled. Our students will have lunch, go on field trips, join desired school sponsored clubs, and athletic activities together. Our students with disabilities will have an equal chance to participate in any nonacademic or extracurricular activities sponsored by Prestige Preparatory Academy.

Addressing the Needs of "At-Risk" Students

Ormond (2010) characterizes "at-risk" students as: those with special needs who may have learning disabilities, emotional problems and/or behavior problems that interferes with their learning and achievement; other who may have cultural backgrounds that clash with the dominant school culture; and still others who may be from disengaging homes where academic proficiency and social appropriateness is neither encouraged nor expected and a sense of urgency toward education is nonexistent. Prestige Preparatory Academy's population embodies the characteristics of "at-risk" boys. Based on the at-risk status of our boys, many may not be considered special needs under IDEA, but their low academic performance indicates a need for special support.

To better accomplish the goals of our boys, all Prestige Preparatory Academy students will have a Prestige Preparatory Academy Educational Plan. Non-disabled students will have a Performance Education Plan PEP, a written statements setting reasonable educational goals for each student and specifying special services that the school will provide to meet each student's individual needs. Of course, a student who qualifies for special needs under IDEA and receives special education services must have an Individualized Education Plan (IEP).

The Prestige Preparatory Academy's goal is to develop all plans during the 5-week summer session prior to the start of the school year. However, in accordance with IDEA, an IEP meeting will be held no later than within 30 calendar days after it is determined, through a full and individual evaluation, that a student has one of the disabilities listed in IDEA and needs special education and related services. The student's IEP will also be reviewed at least annually thereafter, in compliance with IDEA, to determine whether the goals are being achieved, and will be revised as appropriate.

Students no longer needing specialized services will be declassified. Regardless of what programming decisions are made, transition planning will be a part of the student's final review. Declassification is usually initiated by the classroom IF or the speech/language pathologist. If the Student Support Team feels services are no longer warranted, the team starts to collect information: standardized assessment data; classroom scores; attendance; report card; parent input; IF interview, etc. The student must be reevaluated to determine: does the student continue to meet the criteria that once qualified them under a certain special education classification? If declassification is decided, the SST may choose from several final outcomes: declassify with support services for a given period of time; declassify and refer for a 504; totally declassify; declassify with an in-house tutoring support. Each non-disabled student's IEP will contain specific information which includes (but is not limited to):

✓	Assessment outcomes and functional performance. In the case of a disability, the IEP will describe how the student's disability affects his or her involvement and progress in the general curriculum.
✓	Annual goals. Must include: Academics; Social; Attendance; Discipline
✓	Any educational related services and/or agencies to be provided to the student, including supplementary aids and wraparound services.
✓	Work samples selected by the student (3-5).
✓	Progress reports from blended learning programs in Reading and Mathematics.

✓	Remediation plan - when will it begin, how often support will be provided, where service supports will be provided, and how long they will last.
✓	Recommendation from school personnel on student's progress; decision to modify support based on progress or lack of progress.
✓	Attendance data.
✓	Discipline data.
✓	Report card.
✓	Instructional Facilitator endorsement. (This is a personal message/documentation given by the IF to validate progress from start to finish regarding the student's greatest attributes in intellect, integrity, and/or compassion. It is an overall account of growth a students has made in capturing the dreams/[goals]. The Instructional Facilitator expresses a point of view that is honest, motivational, and fair. Students relish in acquiring such endorsements.)

Parents will be integrally involved in developing IEPs for disabled and non-disabled students.

7. Student Discipline, Suspension, and Expulsion:

According to the *CCSD Report of Student Suspensions, Expulsions, and Attendance 2013-2014:*

1. Suspension rate (2013-2014) was 1,761 (5%) for grades K-5 and 3,943 (17%) for grades 5-8.
2. *2013-2014:* Combining data across grades to compare suspension rates for ethnicity-gender categories, black males have the highest suspension rate (23.72% overall), followed by black females (13.65%), and Hispanic males (5.89%). This trend is true at the high school level, where black males have the highest suspension rate (33.27%), followed by black females (19.82%) and Hispanic males (13.47%). At the middle school level, black males have the highest suspension rate (38.51%), followed by black females (24.36%) and Hispanic males (10.83%). At the elementary level, black males have the highest suspension rate (12.99%), followed by black females (5.87%) and white males (1.83%).

Prestige Preparatory will implement programs like PBIS (Positive Behavioral Interventions and Supports), Responsive Classrooms; and Character Counts to proactively address behavioral expectations.

Preparatory Academy will create a culture where every student has the opportunity to thrive. We view discipline and behavior issues as immediate indicators that we need to do more, do better, or do differently in order to engage our boys. The mindset of "keeping our boys in school" is essential if we are to accomplish our mission. Our approach stems from building relationships that is positive and proactive. We assume the role of advocates protecting the rights of our boys allowing them to learn, grow and interact by connecting, teaching appropriate behavior and conflict management as ongoing norms.

Prestige Preparatory Academy Charter Committee's discipline plan is deliberately designed to eliminate unintentional consequences; to eradicate a punitive learning environment that makes students fear and distrust schools and the people within; and to refrain from suspending students to spend valuable learning time away from school. We are devoted to reducing suspensions and out-of-class time for our "at risk" students. We realize suspending students needlessly is detrimental to our vision, mission, and goals. Time missed from school cannot be caught up, especially for students who are already struggling and working years

behind their peers. To shift the "mindset" regarding ambiguous exclusions and to utilize the zero tolerance policy only for serious offenses (firearms, weapons other than firearms, alcohol, drugs, violence, tobacco) as necessary to build the climate needed to construct a brotherhood of intellect, integrity, and compassion.

During the planning year, Prestige Preparatory Academy Charter Committee will create the Prestige Preparatory Academy Code of Conduct (PPACC). Our Code of Conduct will align with the innate ways boys learn. Using strategies like listening, being relational, explicit instructions, high levels of physical activity, and companionate patience we plan to diminish many of the reason why at-risk boys act out, are suspended at an alarming rate and/or referred to special needs settings like a revolving door. Our approach toward discipline is proactive and researched based. The completed PPACC will be reviewed by an attorney to ensure the content is in compliance with State Statute 59-15-40, 59-19-90 et. seq. Code of Laws of South Carolina, 1976, and Act No. 340 of the Acts of 1967). Prestige Preparatory Academy will amend the (PPCAA) document as needed.

Rights and Responsibilities

Prestige Preparatory Academy's boys are entitled fair treatment when facing suspension and expulsion and are afforded due process rights under the law. When a student is suspended from school the parent or guardian will be notified in writing. At the time of suspension, a school employee will also make a reasonable effort to contact parents or guardians either in person, by telephone or email. The School Leader (or designee) will work collaboratively with parents to support student behavior and welcome parental involvement. All questions, challenges or objections to suspensions may be addressed directly to the School Leader.

Prestige Preparatory Academy will assure compliance of students' rights under the Family Educational Rights and Privacy Act (FERPA) and Free Appropriate Public Education (FAPE). As a public charter school, under FERPA, either custodial or noncustodial parents (unless restricted under court order or State law) have the right to access (inspect, review, and seek to amend) their child's school record (unless restricted under court order or State law or federal law). Under FAPE, all students with disabilities are guaranteed by the Rehabilitation Act and IDEA a free appropriate public education.

Additional students' rights and responsibilities to support this section of the PPACC will be added. The focus categories will include, but not limited to: attendance; respect for person

and property; knowledge and observation of rules and conduct; right to learn; right to free speech and publication; right to assemble; and participation in school activities.

Hearings

Progressive steps to achieve positive behavioral outcomes may include: (1) Student and Instructional Facilitator conference; (2) Parent/guardian, student and Instructional Facilitator conference (3). Guidance counselor, (or other school leader designee) parent/guardian, student and Instructional Facilitator conference; (4) Discipline representative intervention(s); (5) Prestige Preparatory Academy Discipline Committee Meeting (resolution session); (6) Administrative Review Committee Hearing (informal); (7) Board of Directors Discipline Committee Hearing (formal).

The purpose of the informal hearing is to enable the student to meet with the appropriate school official(s) to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. This hearing is meant to encourage the student's parent/guardian to meet with the School Leader or designee, to discuss ways by which future offenses can be avoided. Due process requirements are mandatory.

A formal hearing will be held before the Board of Directors. A majority vote of the Board of Trustees is required to expel a student. Due process requirements must be followed.

The due process hearing procedures include: A hearing request is sent to the parents/guardians. This request includes the name and address of the student, written on school letterhead, with thorough description of the nature of the problem of the hearing request, including the facts relating to such problem, and a proposed resolution of the problem to the extent known and available to the parents at the time.

Prior to the due process hearing, Prestige Preparatory Academy will convene a resolution session where the parents of the student discuss issues leading to their due process hearing request and Prestige Preparatory Academy has an opportunity to resolve these issues. The resolution session process must be used unless the parents and Prestige Preparatory Academy agree in writing to waive the resolution session or agree to use the mediation process.

If it is determined after an informal hearing that a student's presence in his/her normal classes would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of suspension, the students may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15

school days without a formal hearing unless mutually agreed upon by both parties. Any student excluded for longer than 15 school days, shall be provided with alternative education, which may include home study.

Discipline and Behavior Standards

Prestige Preparatory Academy's behavior standard will positively impact our boys. Our goal is to help modify problem behavior and to help students become valuable member of the Prestige Preparatory Academy family and community.

Prestige Preparatory Academy discipline consequences will strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Consequences will be paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching). For example: Connecting student's misconduct with new learning, or have student participate in contributing back to the school community, may make it more likely to result in getting the student re-engaged in learning. Consequences will be carefully implemented with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his behavior is unacceptable and should not occur again. Prestige Preparatory Academy finds both positive and negative consequences appropriate depending on the infraction.

The levels of offenses and disciplinary actions will resemble those of CCSD. The PPACC will have three levels of infractions and each level is determined by the seriousness of the acts.

Level I	Infractions are the least serious and will be dealt with by imposing less severe consequences than levels II and III –Disorderly Conduct..
Level II	Infractions are most serious than level I and require more formal disciplinary actions –Disruptive Conduct.
Level III	Infractions are the most severe and are grounds for a mandatory 10 day suspension and consideration for expulsion –Criminal Conduct.

Instructional Facilitators handle the major portion of student discipline through their system of classroom management. Instructional Facilitators will refer a student for discipline when the situation is beyond their management. Instructional Facilitators and parents will work together to best improve student behavioral issues and build trusting relationships.

The Guidance Counselors should use the following steps where appropriate:

- Refer and consult with school social services
- Arrange community/agency referrals

During our planning year, The Prestige Preparatory Academy Charter Committee will develop charts to indicate in general the types of disciplinary action that apply in each problem area. Each infraction will shows a minimum and maximum action suggested, as well as a suggested action for the first occurrence and one for repeated occurrences. When a student has continually and repeatedly been involved in problem areas, the disciplinary action may result in the maximum action listed. Students should not feel they will automatically receive the maximum action if they have previously been involved in problem areas. Aggravated incidents may result in the maximum discipline action without going through the progressive discipline action.

Suspension and Expulsion of Special Needs Students

A student with a disability may be suspended for up to ten days for violating the (PPACC). Suspension for more than ten days in a row may result in a change in placement. Should a student be suspended for less than ten days but is then suspended again several times for a total of more than ten days, it could also be considered a change in placement depending on the length of each suspension and how close the suspensions are to each other. Prestige Preparatory Academy cannot change a placement without following the process required by federal and state law.

A disabled student may be suspended even if the behavior is caused by his disability but not for more than 10 days in a row or an accumulation of 10 days or more if there is a series of removals that constitute a pattern. If there is a continuing problem, the IEP team can will work with the Instructional Facilitator and the IEP Team to address it. A student recommended for suspension for more than ten consecutive days or is recommended for expulsion, the school must conduct a Manifestation Determination (MDR) to review of the relationship between a student's disability and the behavior that is subject to the disciplinary action. The IEP team meets to determine if: (a) the violation is a result of the student's disability and (b) the violation is a result of failure to implement the IEP. A review to make this determination must be conducted as soon as possible, but not later than ten school days after the date when the decision is made to take an action resulting in a change in the student's placement.

Prestige Preparatory Academy cannot expel a student with a disability if the behavior that caused the expulsion is caused by the disability. However, if the behavior is not the caused by the student's disability the disabled student may be expelled the same as a non-disabled student.

If a student with a disability brings a gun or other weapon to school, knowingly possesses, uses, sells, or solicits drugs at school or at a school function, or causes significant bodily injury, the school can place the student in an interim alternative educational setting for up to 45 calendar days. The student may be placed in the interim alternative educational setting for any of these reasons even if the behavior is related to the disability.

Parent Notification

Parents/guardians will receive a copy of the Prestige Preparatory Academy Student Handbook (PPASH) at the time of enrollment. The "Received, Reviewed & Signed" sheet for the PPASH is due back to the classroom Instructional Facilitator during the first week of school.

8. Governance

Prestige Preparatory Academy is organized as a non-profit, at-will corporation. Copies of the school's Bylaws and Articles of Incorporation are presented in Appendices K and L, respectively.

Authority of the Charter Committee

The Prestige Preparatory Academy Charter Committee has selected to implement governance model where the board governs through policy and the School Leader manages through procedures. With this modified policy governance model the Board of Directors is ultimately responsible and has the governing authority for the execution of all board responsibilities in accordance with the South Carolina Charter School Act of 1996. The Board's focus is student achievement, ensuring compliance, and operation with sound fiscal management. The Board plans to purchase the PCSASC board policy manuals including the annual renewal and will pass an appropriate resolution adopting policies and procedures for compliance.

The Charter Committee assumes the following responsibilities:

- Employing the School Leader
- Ensuring that all certified personnel, teachers, and noncertified teachers undergo background checks and other investigations before they are employed in the school
- Contracting for other services including, but not limited to, transportation, accounting, and legal
- Developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator
- Deciding all other matters related to the school's operation, including budgeting, curriculum, and operating procedures
- Ensuring that the school adheres to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district.

Transitioning from Charter Committee to Board of Directors

The Prestige Preparatory Academy Charter Committee consists of educators, school administrators (both traditional and charter), parents, and community members with various backgrounds and experiences to govern the charter school through the application process. The

Prestige Preparatory Academy Charter Committee will act as governing board until such time as a duly elected board shall be chosen.

In compliance with the South Carolina Charter Schools Act, S.C. Code of Laws §59-40-10 et seq. as amended by Act 164 of 2012, the Prestige Preparatory Academy Board of Directors will contain seven members with two-year terms. The Board of Directors will consist of seven who will serve two year rotating terms with elections taking place each year. Fifty percent of the members of the board, as specified in the bylaws, shall be individuals who have a background in K-12 education or in business. In the fall of 2016, a board development committee will be appointed by the Prestige Preparatory Academy Charter Committee and will begin forming the slate of candidates for the Board. In January 2017, the board development committee will present the slate of candidates to the Charter Committee for approval with at least 50% to be elected as a slate. In compliance with the South Carolina Charter School Act, no more than 49% of the board shall be appointed. Individuals nominated will be contacted to ensure their willingness to serve. All employees of the charter school and all parents or guardians of students enrolled in the school are eligible to participate in voting in the election. Employees will be given one vote. Parents or guardians of a student shall have one vote for each student enrolled in the charter school (Section 59-40-50 of the South Carolina Charter School Act of 1996). The deadline for voting will clearly be stated on the ballot form, no later than the end of February. Ballots may be issued as paper or electronic ballots and will be counted. Those elected to the board will be notified within two days. If electronic means are used, the school will provide a computer on site for parents or legal guardians to vote at the school along with access over the Internet.

At the annual meeting, members of both the Charter Committee and the newly elected Board will be present, and authority will be transferred to the newly elected Board. At the first board meeting of newly elected directors, the Board of Directors will elect officers. Rotating two-year terms will be developed with less than 50% of this Board serving one-year terms and the remaining serving two-year terms.

Board Training and Capacity Building

The school will employ the services of the Public Charter School Alliance of South Carolina which brings in national experts each year to focus on best practices in governance of public charter schools. Along with the mandatory board orientation, the board will actively build capacity by participating in ongoing board training workshops and conferences offered by the

Alliance on effective meeting management, School Leader hiring and evaluation, understanding financial audits and student achievement data, compliance with state and federal laws, and all other facets of excellence in charter school governance.

The Board will utilize various methods of evaluation, training and measurements to ensure an effective and informed Board, including, but not limited to, the following:

- Within one year of taking office, all persons elected or appointed as members of the Prestige Preparatory Academy Board of Directors shall complete an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation will be provided at no charge by the State Department of Education or the Public Charter School Alliance of South Carolina.
- Use "current" data at each of the monthly Board meetings to evaluate or adapt the budget; such data might include enrollment numbers, new expenditures, length and cost of any contracted services, projected fundraisers and evaluating based on the prior year's budget; and Participate in training, seminars, and conferences offered through the SC Department of Education, CCSD, the Public Charter School Alliance of SC, the National Alliance for Public Charter Schools and any other resources the Board identifies as a means for the continued improvement and success of Prestige Preparatory Academy.

Board of Directors Meetings

Meetings of the Board of Directors will be held at least nine times per year (including the Annual Meeting), and will be conducted in accordance with all provisions of the current law and any amendments as they may be enacted. All meetings shall be open to the public according to the requirements of the SC Freedom of Information Act (FOIA) as it applies to public charter schools unless closed pursuant to Section 30-4-70 for executive session. No votes shall be taken in executive session. The Prestige Preparatory Academy Board of Directors or staff will consult legal counsel in any instance in which a FOIA information request appears to conflict with a FERPA regulation. The governing board and the faculty/staff of Prestige Preparatory Academy will comply with FERPA and must notify parents and eligible students annually of their rights under FERPA. The board will receive annual training from the Public Charter School Alliance

of SC on how to hold productive meetings and how to stay in compliance with applicable laws and regulations

Selection of School Leader and Transition

The selection and hiring of the School Leader will be a function of the Prestige Preparatory Academy Board of Directors. The Board may seek the advice and counsel of interested individuals or of an advisory committee, and it may hire consultants to assist in selection. However, final selection rests with the Board. The School Leader will be employed by and will work at the discretion of the board subject to the rules and regulations of the state of South Carolina. Prior to the first year of operation, the Prestige Preparatory Academy Charter Committee will select the School Leader.

Relationship of Board to School Leader

The Board will delegate to the School Leader the authority for the management and execution of day-to-day school activities, including management of personnel and instructional leadership. All staff will be employed by the Board and will report to the School Leader. All service providers, consultants, and vendors will be contracted by the Board. The School Leader may be tasked to coordinate the contracts that directly affect day-to-day operations of the school at the discretion of the governing board. The School Leader will report to the Board on all contract matters.

The School Leader is the only person in the school with whom the board normally needs to be directly involved. The school will be subject to Board policies that are implemented by the School Leader. While the responsibility for the administration of the school should rest with the School Leader, the Board has the responsibility for developing a systematic means of evaluating the School Leader's effectiveness in implementing the objectives expressed in Board policies. The School Leader has the responsibility for evaluating the effectiveness of all other school personnel.

Relationship of the Governing Board and the Sponsor

The accountability of Prestige Preparatory Academy is the "charter" between our school and our sponsor, Charleston County School District. We understand our sponsor's right and our responsibilities in the relationship between the two parties. This relationship is:

Right	Responsibilities
Our sponsor has the	Prestige Preparatory Academy will NOT fail to meet the

right to close Prestige Preparatory Academy.	student performance outcomes agreed upon in the charter.
	Prestige Preparatory Academy will NOT fail to meet accepted standards of fiscal management.
	Prestige Preparatory Academy will not violate local, state and federal laws.
	Prestige Preparatory Academy will not show any reason for closure.

Our relationship will exhibit mutual respect; professionalism; cooperation; and compliance with requirement efficiently and effectively.

Parental involvement in governance and volunteering

Prestige Preparatory Academy Charter Committee is committed to providing a quality education for every child. We know that parental involvement is essential for assuring this commitment and crucial for the growth of Prestige Preparatory Academy. Tapping the contributions of our parents gives us a chance for exchange, a way to instill pride and build interest in teaching and learning. Research proves that the more involved parents are the better student achievement is and discipline issues decrease. Parents have the opportunity to serve on governance type boards such as, Board of Directors; parent advisory team; TPRT (Teacher and Parent Resource Team) school improvement team; and the PTA. However, before serving on governance type boards we invite all parents to offer input in goal setting; fund raising, APTT (Academic Parent Teacher Teams; attending school functions; Student-led Conferencing; Recognition Fridays; HAS(Home and School) school-wide monthly meetings; volunteering in classrooms; tutoring students. The involvement of parents in governance affords us:

- Removes negative/mistaken assumptions about building relationships between the school and parents, teachers, and community.
- Growth of parents' ability to serve as educational resources.
- Increase parents' skills and confidence.
- Increase parents serving as advocates for PPA throughout the community.

Volunteer Requirements and Opportunities

Parental involvement has a massive influence over increasing students' academic; social performance; and better attendance which offers additional educational benefits, such as building a sense of pride, confidence, and achieving more accomplishments. The requirements to volunteer at Prestige Preparatory Academy are simple. We require parents to exhibit a sense of

"willingness" to improve the learning for their child(ren) and others. However, we will not require a parent or guardian to perform volunteer services as a condition of his/her child's admission, continued enrollment and/or participation in activities/events because a parent or guardian cannot participate.

Parents/guardians are invited to be an intricate part of Prestige Preparatory Academy. Opportunities include: Board of Directors (parent representative); TPRT (Teacher and Parent Resource Team); (APTT) PTA activities; parent compacts, parent center; conference and in-house meetings/workshop; logistics supporters; special events; awards assemblies; school auction; PPA Community 5K; office and in/out classroom volunteers.

9. Operations:

Detailed School Start-up Plan

START-UP PLAN for PRESTIGE PREPARATORY ACADEMY	Mar-May 2015	June 2015	July-Sept 2015	Oct-Dec 2015	Jan-Mar 2016	April-June 2016	July-Aug 2016
GOVERNANCE							
Select PPA Charter Committee	X						
Secure D&O (Directors & Officials) Insurance				X			
Conduct board training					X	X	
Form board committees					X		
Approve board policies and School/Employee Handbooks				X			
Hold regular board meetings	X	X	X	X	X	X	X
LEGAL							
Apply Article of Incorporation	X						
File for 501c3 Status					X		
Retain board/school counsel							X
PERSONNEL							
Select School Leader				X			
Recruitment for remaining staff					X	X	
Before Hiring "Meet and Greet"						X	
Staff training							X
FACILITY							
Tour/Selection of Finalist Sites				X	X		
RFP (Request for Proposal) to selected sites				X			
Lease negotiations/finalization				X	X		
Renovation & build-out				X	X		
Inspections/Certificate of Occupancy				X	X	X	
Furniture ordered and delivered					X	X	
Move-In for school start						X	X
TECHNOLOGY							
Design site technology plan					X		
Approve school wiring					X	X	
Installation of telephones, SMARTboards, camera system, projectors						X	
Order student technology						X	
Tech testing and fine tuning							X

CURRICULUM							
Executive agreement with: eVision Mathematics K-6; Scholastics-Balanced Literacy K-6; 3 blended learning providers, such as-mClass, ST Math, and Dreambox; NWEA Assessments; World Language source.				X			
Finalize alignments				X	X		
Complete curriculum enhancements			X	X	X	X	
FOOD SERVICES							
Affirm food service partnership with CCSD	X						
RFP for food service				X	X		
Complete MOA for food service					X	X	
SPECIAL EDUCATION/ELL							
Identify SPED related services and providers according to IEP/504 needs.					X		
Fine-tune SPED contracting procedures					X	X	
Fine-tune ELL procedures					X	X	
SUPPORT FOR LEARNING							
Establish community/arts/physical fitness/business partnerships		X	X	X	X	X	X
Establish college partnerships		X	X	X	X	X	X
Develop parent group(s) and parent center.					X	X	X
STUDENT RECRUITMENT							
Create website			X				
Establish temporary Enrollment Office in a central location.			X	X	X	X	
Launch "soft" marketing			X	X			
Outreach to community groups	X	X	X	X	X	X	X
Parent/student information sessions			X	X	X	X	
Ongoing communication to potential applicants		X	X	X	X	X	X
Application period			X	X	X		
Lottery (if needed)					X		
Enrollment period						X	X
Verification of Residency							X
Student/parent orientation program						X	X
FINANCE/BUSINESS/DATA REPORTING							
Establish bank account				X	X		

Apply for start-up grant		X	X	X	X	X	
Established eternal data reporting protocol/processes				X	X	X	
Secure independent auditor						X	

Proposed management company

Prestige Preparatory Academy will not be managed by an Educational Management Organization (EMO).

The nature and extent of involvement in the operation of the charter school

The cohesiveness and commitment of parents, educators and the community in school Operations rely on the strength, confidence, and quality of the School Leader. School Leaders are the major influencers on how parents, families, educators and community feel welcomed and valued. They have the capacity to create environments that support students, educators, parents, families, and communities. The role of the School Leader to promote school operations involvement includes: assist in establishing the Prestige Preparatory Academy Partnership Council for the purpose of "open discussion" regarding matters of policy, procedure, and school priorities; facilitate communication among all school-related organizations; implement school, state, and federal policies; promote co-operation between the school and community through consistent implementation of our mission and vision; consider and respond to the parents ' views on school issues; encourage parental involvement in the school planning process; and, involve parents, families, and the community in the development of school plans, community reports, and grant submissions. Accomplishing the criteria of the PPAPC helps in creating a *Culture of Transparency*.

Parental involvement in the operation of Prestige Preparatory Academy

As the first teachers of their children, parents and families pave the way for successful school experiences. Parent and family involvement in a child's life experience has a great effect on school learning and achievement. Beyond the essential bond of parent and child that is so critical for physical and social, and intellectual well- being is the need for co-operative interaction with the school family. We encourage our parents to assume an intricate role in promoting excellence at Prestige Preparatory Academy. Our parents/guardians:

- provide perspectives that complement skills of Instructional Facilitators
- monitor homework and school projects

- promote attendance, punctuality, and instill a positive attitude towards education
- volunteer at school activities
- assist school organizations
- provide information about their child's beliefs, values, and preferred learning styles
- provide information about their culture and family beliefs
- teach and learn as true partners in the educational process
- provide suggestions for successful schools

Professional Educator involvement in the operation of Prestige Preparatory Academy

Instructional Facilitators and members of student support teams demonstrate involvement in the operations of our school by:

- treating students with dignity, kindness, and respect
- informing parents about matters related to educating their children
- serving on the school partnership council
- providing assistance to teacher representatives on the council
- supporting the school partnership council
- promoting a collaborative model of decision making
- communicating information to colleagues
- listening carefully to parents
- providing a learning environment where the challenges of new learning are accepted

Community involvement in the operation of Prestige Preparatory Academy

Both the PPAPC and the Prestige Preparatory Academy Advisory Councils (PPAAC) deal with building a wholesome school; however, the PPAAC exist to support collaborative educational processes, by involving parents and community members in important matters of the school.

Capacity and experiences roles of the School Leader and Guidance Counselor

Capacity *and experience of the School Leader*

- School Leader Responsibilities:
  - Pursue the vision and execute the mission of the school;
  - Provide leadership and direction to staff (including all employees);

- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs;
- Hire, evaluate, and terminate staff;
- Administer scheduling, enrollment and curriculum;
- Serve as liaison to the Board of Directors, including providing formal and informal reports to the Board and charter entity (Charleston County School District);
- Prepare materials in conjunction with Business Manager (for Finance and Operations) for Board meetings, including monthly financial update, enrollment status, discipline, student academic achievement data based on comparative and longitudinal measures;
- Implement and follow policies and procedures;
- Provide a safe environment for learning;
- Ensure proper budgeting, accounting, auditing, and financial planning.

o School Leader Qualifications:

- MA/MS graduate degree;
- Administrative certification (qualified for)
- Demonstrated successful leadership in a senior administrative (Principal, Head of School) position for 5 years in a public, charter or private school.
- Demonstrated successful leadership experience and other school roles, preferred in an urban education setting serving all-boys;
- Exhibited leadership in working with professional staff, students, and he community toward achieving goals;
- Agreement with and commitment to the academic goals and philosophy of the charter school, particularly the single-sex, all-male model;
- Demonstrated willingness to implement merit pay approach for teachers;
- Commitment to accountability, including a rigorous student testing regime;
- Experience or familiarity with data management and presentation and commitment to achieving for students' academic goals;

- Demonstrated success in encouraging parental involvement.

Capacity and experience of the Guidance Counselor

The role of the guidance counselor is to promote and enhance the overall academic mission of Prestige Preparatory Academy by promoting services that strengthen home, school, and community partnerships and alleviate barriers to learning. The guidance counselor determines the needs and interests of students and presents options for development both outside of school and within the school program to maximize the likelihood that students will achieve long-term goals and reach their maximum potential.

- The guidance counselor has the capacity to:
  - Effectively and appropriately assess and address the needs, characteristics, and interactions of students, families, and community.
  - Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, and coordination of school and community services.
  - Advocate for appropriate services for students and their families.
  - Consult and collaborate with stakeholders on behalf of students and their families.
  - Effectively plan, implement, and evaluate programs that promote student and family success.
  - Use assessment and evaluation results to develop appropriate interventions for students, families, schools and communities.
  - Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity and life experiences, and with other social and emotional factors.
  - Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
  - Provide appropriate follow-up to ensure that students' needs are being met.

- Act as a point of contact for outside organizations working with students and their families.

- Experience and Classification Requirements:
  - Master Level Licensed Social Worker
  - 5 years clinical experience
  - Personal initiative and desire for responsibility
  - Strong communication skills ability to work collaboratively with Instructional Facilitators/staff
  - Leadership capacity
  - Familiarity with the Charleston County communities

Who is Responsible for Employment Decision and Oversight?

In a small charter school, the words *"additional responsibilities as determined by the school administrator"* are never truer. We understand that the school leader is ultimately held accountable for the hiring of the best employees. The Charter Committee/Personnel Committee will serve as the original team to recruit, select, and hire the first employee in an at-will school. After the first year, the collaborative efforts of a hiring committee consisting of a multiple stakeholders might include for example, the school leader, guidance counselor, Instructional Facilitator, business manager, and parent will handle the employment process, such as:

1. Develop the position description – guidance counselor and school leader
2. Post and/or advertise the position – business manager
3. Receive and screen applications – guidance counselor, business manager and school leader
4. Interview applicants – hiring committee
5. Check references – school leader
6. Make a hiring decision – school leader

Support and funding for staff development

The Charter Committee is committed to seek funding to ensure relative professional development for our Instructional Facilitators.

- Negotiate to acquire a minimum of 3 years to ongoing of technical assistance for each program purchased
- Use local funding wisely

- Write numerous grants (state, federal, and organizations) consistently.
- Promote various fundraising activities
- Request charitable contributions by need with regularity

10. Budget and Finance:

A description of the budget in terms of educational and operational priorities. Describe how your budget is aligned to the mission of your school and how resource allocations will be adjusted to meet the needs of the students and the long-term sustainability of the charter. Explain the school's data-driven decision-making process in regards to resource allocations.

Prestige Preparatory Academy has prepared a budget in accordance with the State Department Education Financial Accounting Handbook for South Carolina school districts focusing on the future of the school and our students. Prestige Preparatory Academy's educational priorities focus on a "flex model" of face-to-face and one-to-one blended learning with a strong emphasis on literacy and physical wellness infusion. Prestige will introduce Healthy Living on a daily basis therefore there have been funds specifically designated for a Physical Education Instructional Facilitator and corresponding instructional supplies to combat obesity and improving academic achievement through frequent brief opportunities for free play as an innovative means to endorse No Child Left Behind Act 2001. Prestige Preparatory Academy also intends on investing in iPads and smart boards or similar technology to further student's growth and to reduce less impactful spending elsewhere. The School's budget includes salaries for both educational and operational needs including the core classes, special education teachers, other educational classes, and the administration team. Prestige Preparatory Academy understands the importance of having a teacher specifically dedicated to special needs children and has allocated salaries and appropriate instructional supplies for that position. We have intentionally kept the staffing as lean as possible for the first few years so that we can ensure our success in future years. Specific employees are discussed in section 12 of the application. We have structured our budget to be conservative; concentrating on keeping costs down so that we can invest in the best education for our students and keeping money in the classrooms versus unnecessary areas. We have budgeted conservatively in case our enrollment does not meet the anticipated maximum per grade as a start-up charter school. We understand as a start-up charter school that it will likely take a year or two of proven results and a positive environment to attract the additional students. Our minimum student enrollment needs to be at least 85% per grade to maintain fiscal solvency for the first year. The School plans on providing food service which is an operational priority that is necessary to meet the student's and parent's needs. The School has

budgeted for cash reserves with the goal of obtaining permanent facilities in future years within the city of North Charleston. The School believes an appropriate facility is crucial for both the educational and operational needs of the school and is further discussed in section 15 of the application.

An explanation of how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures

A description of how the school will maintain its books and records according to generally accepted accounting principles and will create an appropriate system of internal control.

Prestige Preparatory Academy will rely on a combination of the school's administration team, the Board of Directors, and McCay Kiddy to assist with making sound financial decisions for the school. McCay Kiddy will provide the school's administrative team and the Board of Directors on a monthly basis a balance sheet, profit and loss, budget to actual comparison, and a cash flow projection to ensure the School is on track and is fiscally solvent not only currently, but into the future. McCay Kiddy is a Certified Public Accounting firm that has over 10 years of experience with charter schools including auditing various charter schools in South Carolina. They regularly implement and audit financial statements under generally accepted accounting principles and understand the SC funding manual and guidelines, as well as the dynamics of school finance and charter schools. Due to their experience as current fiscal management providers to SC charter schools, auditors of SC charter schools, and their history with charter schools and school finance they will be able to advise the School and the Board of Directors on the best internal control structures ensuring we have the appropriate segregation of duties and monitoring in place.

Prestige Preparatory Academy has budgeted for a qualified data clerk to compile and maintain the appropriate data in accordance with the guidelines set forth by the South Carolina Pupil Accounting Manual and the South Carolina Student Accountability Manual.

Documentation of any "soft funds," such as grant money or donations that have been received or are likely to be received

Although we intend to solicit for contributions and fundraise for Prestige Preparatory

Academy we did not include in the budget any soft funds to be conservative.

A description of the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies.

With the assistance of our accountants McCay, Kiddy & Associates LLC (McCay Kiddy), we will solicit three bids from independent Certified Public Accountant (CPA) firms and select the firm that best suits our needs. We will take into account whether the firm has prior charter school auditing experience, the location of the firm, and their pricing structure. The audit will be facilitated through McCay Kiddy and the school management and will be conducted in the same manner as all schools in our school district. The Board of Directors will receive, review, and approve the Auditor's Report prior to official reporting. As a part of McCay Kiddy's responsibilities, they will forward all necessary (paper or digital) copies to our authorizer as well as the SCDE.

A description of planned client subcontracts to outside providers.

Currently, Prestige Preparatory Academy intends on engaging McCay Kiddy as our fiscal management provider and has included in the appendix a listing of the services McCay Kiddy intends to provide the School. We have not negotiated any other services at this time, but will be continuing to research our options for food services, custodial services, maintenance, curriculum, library and media services, and so forth. We intend on seeking competitive bids for significant contracts based on state procurement code and/or as the board deems necessary. We will thoroughly examine all opportunities and proceed with the best options that meet both our educational and financial needs.

11. Employees:

Advertising, Recruiting, and Hiring

Prestige Preparatory Academy, an equal opportunity "at-will" employer, acknowledges that accomplishing our mission is dependent on hiring great people. It is essential that Prestige Preparatory Academy Charter Committee embrace creative advertising, recruiting, and hiring strategies to ensure we hire the best candidates.

The hiring process (including advertising and recruiting) for the 2016-2017 school year starts in November 2015. The progression toward achieving effective hiring include: (1) create the job description; (2) post and/or advertise the job; (3) receive and screen application; (4) check references; (5) invite candidate to an Intro Open House; (6) interview screening for selected candidates; (7) in-depth interview for "top" candidates; (8) make hiring decision; (9) contact applicants with decision.

Adverting and Recruiting

Once the job description is accurately defined, the search to find applicants with the desired skills, knowledge, and experience starts. Prestige Preparatory Academy diligently seeks to maintain a quality candidacy pool by posting or advertising via:

- Public Charter School Alliance of South Carolina Job Board
- CERRA
- Prestige Preparatory Academy website
- Establish relationships with teaching colleges
- Job fairs
- Application files for unsolicited resumes.

As an at will employer, Prestige Preparatory Academy does not offer contracts.

Hiring

Prestige Preparatory Academy's proposed hiring for 2016-2026, ten years is:

School Year 2016-2017	School Year 2017-2018	School Years 2018-2026
School Leader	School Leader	School Leader
Executive Assistant	Executive Assistant	Executive Assistant
Data Specialist	Data Specialist	Data Specialist
1 – Special Needs IF	2 Special Needs IF	2 Special Needs IF

5 – IFs for K-4	6 – IFs for K-5	7 – IFs for K-5
.5 – Music, Art, Guidance, IT	.5 – Music, Art, Guidance, IT	.5 – Music, Art, Guidance, IT
1 – Physical Education IF	1 – Physical Education IF	1 – Physical Education IF
1 – Business Manager	1 – Business Manager	2 – Business Manager/ Administrative Assistant
1 – Teacher Assistant	2 – Teacher Assistant	2 – Teacher Assistant

School Leader

The school leader will hold a master's degree in Educational Leadership with a South Carolina Certificate of Administration and three (3) years of experience or a master's degree in Educational Leadership and has five (5) years of experience in school administration or similar training and experience. Experience working with single gender instruction is desired.

Proposed Evaluation Process

The Prestige Preparatory Academy Charter Committee decided that while expensive, the Teacher Advancement Program (TAP) is a worthy investment. TAP makes teacher evaluation more than a measurement of teacher effectiveness, but an ongoing improvement of teaching and learning. This means paying attention to many details beyond simply selecting the measures. Why we chose TAP as our proposed evaluation tool:

- TAP evaluations are based on both teaching practices observed by skills and student achievement. Both have been empirically verified. TAP data show that the two measures correlate with each other, so that increase on one measure is consistent with increase on the other.
- Intensive training for the school leader addresses how to use the TAP evaluation framework, including practice sessions and the scoring of videos, and we must be recertified annually. An additional database stores evaluation results so that evaluators can check to make sure that ratings are consistent on each area of the rubric and probe problem areas. Instructional Facilitators also understand what it means to score at each level: In TAP, a 1-5 rating system, a "3" is solid performance and the bulk of teachers receive that score.
- Professional development is closely linked to the system and is not an afterthought; in a post-conference, an observer uses protocols in discussion with the Instructional Facilitator being evaluated to home in on areas of weaknesses and problem-solve.

- Prestige Preparatory Academy provides support to help maintain the system's high quality, including ongoing monitoring, re-training, and analysis to insure 'inter-rater reliability,' and so on.

TAP offers the school reform strategies the boys of Prestige Preparatory Academy deserve.

Communicate Employment Policy and Policy Changes

The Board of Directors' policies will comply with state and federal law. State and federal policies mandating immediate approval and distributions will be handled with urgency. The Board of Directors may from time to time alter or delete existing policies to meet the changing needs at Prestige Preparatory Academy. No policy may be repealed, adopted, or altered until it has been reviewed at two public meetings of the Board of Directors.

The School Leader's role in communicating employment policy and policy changes include:

- Create, provide, and distribute a complete and current copy of the Employee Handbook which includes the Board of Directors Policy and Procedure Manual.
- Prestige Preparatory Academy will provide written notice (hard copy and email) to employees of policy changes.
- Informing employees (in writing) that if any section, paragraph, clause or provision of this policy manual for any reason is held invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision will not affect any of the remaining provisions of this manual or its application to other situations.

Employees will sign and return a "Received the Prestige Preparatory Academy Employee Handbook" form annually, to the Business Manager, within one (1) week after receipt.

Grievance Procedure

If any person believes that Prestige Preparatory Academy has violated the regulations of Section 504, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act by discriminating on the basis of race, color, national origin, sex, age, or disability, he/she may submit a complaint to the appropriate individual below.

Complaints involving students who attend Prestige Preparatory Academy may be submitted to the guidance counselor at TBD.

Complaints involving Prestige Preparatory Academy employees or third parties may be submitted to School Leader and/or Board of Directors designee.

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. These grievance procedures may be used by employees, students, parents, or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Prestige Preparatory Academy encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

Prestige Preparatory Academy prohibits retaliation against individuals who file a complaint or participate in a complaint investigation.

A formal complaint may be filed by following the steps outlined below:

Step 1

Within 90 days (unless law or policy dictate otherwise) of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. If the complaint is being made against the designated individual above, the complaint can be submitted directly to the individual identified in Step 2, who will designate an appropriate individual to investigate the complaint. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.

Upon receipt of the written notice of the complaint, the designated individual identified to investigate the complaint will immediately initiate an adequate, reliable and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within thirty (30) business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination or harassment have occurred, appropriate corrective and remedial action will be taken.

Step 2

If the complainant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to the School Leader or designee, within ten (10) business days after receipt of the response. The School Leader, or designee, will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the School Leader, or designee, will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Step 3

If the complainant is not satisfied with the decision from Step 2 he/she may appeal through a signed written statement to the school Board of Directors within ten (10) business days of the receipt of the School Leader's response. A statement of appeal to the Board may be submitted to the School Leader who will provide the statement to the Board. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within fifteen (15) business days of this meeting.

Step 4

The complainant may file a complaint with the Office for Civil Rights at any time before or during the grievance procedures. The regional office for Charleston County is located at 400 Maryland Avenue, SW, Washington, DC 20202 and can be reached at 202.453.6020 (ph.), 202.453.6021 (fax).

Termination Procedure

Prestige Preparatory Academy operates under the principle of *"at will,"* mutual consent, employment. This means that neither the employee nor the employer has entered into a contract regarding the duration of employment. The employee is free to terminate employment with Prestige Preparatory Academy at any time, with or without reason. Likewise, Prestige Preparatory Academy, at its discretion, has the right to terminate employment, or otherwise discipline, transfer, or demote the employee at any time.

If an employee is resigning, the School Leader will select a designee who will conduct the exit interview to discuss the employee's reasons for leaving; impression of the school; and

insight into areas for school improvement. Every attempt to keep all information confidential will be made.

All school property issued to the employee, such as manuals, books, computer equipment, keys, grade books, attendance cards, etc. must be returned to the Business Manager at the time of termination/resignation. The employee will be responsible for any lost or damaged items. The value of any property issued and not returned may be deducted from the employee's paycheck, and the employee may be required to sign a wage deduction authorization form for this purpose.

12. Insurance:

Prestige Preparatory Academy (125 students) Insurance Coverage and Estimated Premiums for 2016/2017

Coverage	Limit	Estimated Premium
Property Insurance		
Business Personal Property	$100,000	$800
Electronic Data Processing Equipment	$300,000	$700
Crime-Employee Dishonesty	$500,000	$300
General Liability including Non-Owned and Hired Automobile Liability	$1,000,000 Occurrence/ $3,000,000 Aggregate	$4150
Sexual Misconduct/Abuse	$1,000,000 Occurrence/ $1,000,000 Aggregate	$500
Educators Errors & Omissions	$1,000,000 Occurrence/ $1,000,000 Aggregate	$500
Employment Practices Liability	$1,000,000 Occurrence/ $1,000,000 Aggregate	Included
Employee Benefits Liability	$1,000,000 Occurrence/ $3,000,000 Aggregate	Included
Umbrella	$2,000,000 Occurrence/ $2,000,000 Aggregate	$750
Workers Compensation Gross Payroll $TBD 2015/2016 School Year	Coverage A – Statutory Coverage B: $500,000 Each Accident $500,000 Disease Policy Limit $500,000 Disease Each Employee	Rate is $.59 per $100
Directors & Officers Liability	$1,000,000	$1000
Cyber Liability	$1,000,000	$1200
Student Accident Policy	$25,000 per student	$1250

13. Transportation:

Proposed plan to address transportation needs

Transportation will not be provided at Prestige Preparatory Academy; however, we have appropriated funds in our budget for contingency transportation requirements. Prestige Preparatory Academy is requesting transportation be provided to any family needing transportation so that it is not a barrier to this important and needed choice. The details will need to be worked out during the planning year, but could possibly share buses with Garrett or Military Magnet which is already coming from different areas of the county. Our special needs students will be given access to a free and appropriate public education and related educational services – including transportation. Federal Public Law 94-142 and Chapter 33 of Code of Law of South Carolina 1976: Title 59 (Sections 59-33-10 through 59-33 110) govern this requirement. As mandated, our students with special needs will be provided transportation as necessary. The student's IEP will specify any special circumstances (equipment, supervision, vehicle type, etc.) that will be provided to meet the student's needs.

14. Facilities:

Prestige Preparatory Academy is hoping to locate in an existing building in North Charleston, home to several elementary schools; however, none of which offers an all boy "at-risk" program. This area was selected by the Prestige Preparatory Academy Charter Committee because it is easily accessible from most Charleston County communities; because it is not primarily residential; and is therefore neutral territory for all Charleston County boys. The proposed location's architectural atmosphere reinforces Prestige Preparatory Academy's image of "schools within a school" learning environment resembles that of a university/college more than the traditional elementary school.

Realtor Bill Goodwin of Goodwin Realty Group is seeking, with great urgency, a home for Prestige Preparatory Academy that complies with state guidelines; provides ample space for learning, recreation, and parking; has at least 12,500 square feet; requires minimal remodeling; and, leases for an amount within the allotted budget.

The Charter Committee has structured this timeline:

- 20 May 2015-20 April 2016 -a search team are looking for a possible home for Prestige Preparatory Academy. We are seeking a donated office space located in Charleston County. We are also seeking a free open space along the Interstate 26 and Rivers Avenue corridor for a temporary office space.
- 20 April-June 2016 - Prestige Preparatory Academy Charter Committee will review prospects and rank for "best fit" for our students and budget.
- 20 June 2016 20 July 2016 - Request the state visits the desired facility for adequacy.
- 01 July 2016 - School opens

15. School Management Contracts:

Prestige Preparatory Academy does not intend to contract with an EMO.

Prestige Preparatory Academy

APPENDICES

Appendix A: Charter Committee

Prestige Preparatory Academy Charter Committee

Sadie Brown

Marshall Cohen

Jarrard Coleman

Joyce Coleman

Willi Glee

Rachel Felker

Marlesha Heyward

Crystal Green Morris

Adrienne Riley

Casdell Singleton

Gail Wallace Tolbert

Prestige Preparatory Academy Advocacy Ambassadors

Yazmine Anderson, Nurse
Neo Natal Unit, Medical University of South Carolina

Velveeta S. Black, Logistician
U.S. Air Force (Budgeting & Policy)

Sedron Bennett, MBA
Charleston County Account Specialist

Sharon A. Dimuro, Esquire
Attorney and Counselor of Family Law

Dr. Phyllis G. Bivins-Hudson, Educational Consultant
CEO of Genceptz Scribbler's Clinic

Dr. Tierney Temple-Fairchild, Executive Director
Resilience Education

Bill Goodwin, Real Estate Professional/Appraiser
Owner of The Goodwin Group

Tolbert Smalls, Media
President of the Charleston Chronicle

Robin Spillias, Brain Education (BE) Instructor
Power Brain Education, New York

Proofreaders

Neil Coleman, Jr. ~ Asa B. Giron ~ Robin Spillias

Sadie L. Brown

1676 Tacky Point Road
Wadmalaw Island, SC 29287-7153

SUMMARY

Experienced as a quality, productive school leader, counselor, and public speaker; these skills have supported my personal strive to change the academic lives of children. Twice during my career, I was selected to *Who's Who* among teachers for my contributions toward providing excellent educational path for students. Presently, I volunteer and give back to my community by serving as a member of a local task force focusing on improving and promoting learning opportunities for young people on Johns Island and with my church.

EDUCATIONAL BACKGROUND

1964: Merrick Moore High School with Honors. Durham, N.C.

1977: University of Tampa, Cum Laude with a B.A. in English

1993: The Citadel with a 3.68 GPA with a Master's Degree in Supervision and Administration

1999: Graduated from South Carolina Administrative Leadership School

WORK EXPERIENCE

1977: Millwood High School-Teacher of English and Speech. Oklahoma City, O.K

1977-1980: Mabel Bassett Correctional Center. Educational Coordinator/Teacher of Female Inmates. Moore, O.K.

1980-1982: Moore High School –Teacher of Social Studies

1982-1990: James Island High School-English Teacher

1990-1992: Cities in School-English Teacher

1992-1993: CCSD Administrative Intern at North Charleston High and Baptist Hill High

1993-1994: Cities in School-Returned to teaching duties after Internship

1994-1998: Berkeley High School-Assistant Principal

1998-2001: St. John's High-Principal. Helped move school from unsatisfactory to excellence in improvement in three years.

2001-2005: CCSD Discipline School. Worked with at risk students who were expelled from CCSD schools. Students were given a second chance to move back into their home schools.

2005: CCSD Truancy Coordinator. Revamped the truancy protocol, spoke at schools, and held meetings with parents and truant students.

2005-2007: Brentwood Middle School. CCSD Superintendent requested my assistant in the role of Assistant Principal to correct discipline issues. I was also asked to go to North Charleston High for a week to mediate gang problems.

2007-2008: Assistant Principal at Burke Middle School

July 2008: Retired as CCSD Principal

FAMILY

Married to Lt. Colonel Herbert D. Brown, retired United States Air Force, with three children, Herbert III; Julian; Camilla, and four grandchildren.

Jarrard N. Coleman

7968 Kittery Avenue
North Charleston, SC 29420
(843)569-0937 Residence (803)290-1465 Cell JMusician98@Gmail.com

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CAREER OBJECTIVE: To pursue a career in Instrumental Music Education with a primary focus on band instruction at the secondary level

EDUCATION

The Citadel Military College
Charleston, South Carolina
Master of Education, Educational Leadership
Graduation: May 20015

VanderCook College of Music
Chicago, Illinois
Master of Music Education
Graduation: July 2002

Claflin University
Orangeburg, South Carolina
Bachelor of Arts, Music Education
Graduation: May 1998

EXPERIENCE

St. John's High School *Johns Island, South Carolina*
Director of Bands 2012-Present

- Implemented the band program
- Assisted with implementing the band program at the middle school (Haut Gap)
- Assisted with band classes at the middle school (Haut Gap)
- Provided master classes for middle and high school students, conducted by professional and collegiate level musicians

Garrett Academy of Technology *North Charleston, South Carolina*
Director of Bands 2003-2012

- Reorganized the band program
- Teacher of the Year Nominee *2005*
- 35 students received music scholarships to various colleges and universities
- Students named to the Charleston County Honor Band
- Students named to the Region 4 Honor Band and auditioned at the state level annually
- Concert Bands consistently received excellent and superior ratings at the state and national level
- Marching and Pep bands participated in competitions at the local and state level in addition to numerous community events
- Marching band was featured as the WCIV News 4 Band of the Week 7 years consecutively
- Students received excellent and superior ratings at state Solo & Ensemble Festival
- Arranged and conducted music for all ensembles

Hunter-Kinard-Tyler Schools *Nesses, South Carolina*
Director of Bands 1999-2003

- Reorganized the band program
- Began the elementary and middle school band programs
- Students named to the Region 4 Honor Band annually and auditioned at the state level
- Concert Bands consistently received excellent and superior ratings at the state and national level
- Marching bands participated in competitions at the local and state level in addition to numerous civic events
- Arranged and conducted music for all ensembles

Elloree Middle/High School *Elloree, South Carolina*
Choral Director/General Music 1998-1999

- Taught middle school general music, grades 7-8
- Taught middle and high school chorus, grades 7-12
- Ensembles performed at the SC State Fair, community Christmas tree lighting, student assemblies and public concerts

North Elementary/Middle/High Schools *North, South Carolina* Student Teacher January-May 1998

- Assisted the Director of Bands with daily activities
- Prepared semester unit plans and daily lessons
- Conducted the beginner band and jazz ensembles
- Assisted with preparing students for spring concert, solo & ensemble festival and commencement exercises

Additional Experience

South Carolina Band Directors Association	Region 4 Adjudicator	1999-Present
Edisto Conference Band Directors Association	Guest Clinician	2003 &2007
Charleston County Band Directors Association	Adjudicator	2003-Present
Berkeley County Band Directors Association	Adjudicator	2005
Edisto Conference Band Directors Association	Adjudicator	1999-2003
SC State University Honor Band Clinic	Adjudicator	1998
Moses Hogan Chorale	Adjunct Member	1998-2001

Professional Affiliations

- South Carolina Band Directors Association (SCBDA)
- South Carolina Music Educators Association (SCMEA)
- Charleston County Band Directors Association (CCBDA)
- South Carolina Education Association (SCEA)
- Kappa Delta Pi International Honor Society
- National Association of Music Educators (NAME)

Personal Affiliations, Honors and Awards

Alpha Phi Alpha Fraternity, Inc.
Front Page Feature-Charleston Chronicle (March 2012)
WCSC Live 5 News Hall of Fame Award (2006)
References available upon request

Joyce Coleman

12320 Indigo Springs Court
Bristow, Virginia 20136
571.264.6113 (Cell) 571.229.9244 (Home)

QUALIFICATIONS:

- ✓ Offer a proven track record for improving student achievement in urban and rural settings.
- ✓ Utilize best practices of Turnaround Leadership as a credentialed Turnaround Specialist.
- ✓ Implement value added leadership in areas of data analysis, family engagement, effective use
- ✓ Engage instructional team in current research and trends to promote learning for all students.
- ✓ Acquire grant funding to support school improvement initiatives of over $1.5 million. Manage human and financial resources to accomplish student achievement goals.
- ✓ Communicate with colleagues, students, parents and stakeholders to bolster student learning.
- ✓ Groom teams to seek leadership roles in challenging schools: 7 of 10 assistant principals are now principals and 1 is an assistant superintendent; 4 of 5 deans are assistant principals.

EXPERIENCES:

Present – Independent educational consultant and tutor in Northern Virginia.

June 2011-June 2014 –**Principal**, District of Columbia Public Schools, *Washington, DC*
Assigned school was reconstituted at the end of year one to establish a new team. Ranked among the 40 lowest performing schools in DC, it was recognized as one of 12 schools to attain the highest proficiency rates in reading and mathematics in the history of the DC-CAS, making double digit gains in year two. The gains were 13% in Mathematics and 20% in Reading. Creating a culture of academic proficiency and keeping the team focused during reconstituting (year 1); relocating and co-location with a charter school (year 2); and, transitioning to charter (year 3) was the ultimate goal. Accrued more than $450,000 (2012-2014) in grants to sustain school improvement initiatives.

June 2007–June 2011 –**Principal, Virginia School Turnaround Specialist (VSTS)** *Fred M. Lynn Middle School, Woodbridge, VA* – was in the fourth year of improvement in Mathematics. Obtained AYP and full accreditation three of the four years. Sent 25% of 8th graders to high school with geometry completed; 6th graders scoring 480+ on the SOL-Mathematics-6 took Algebra 1 in 7th grade and Geometry in 8th. Our geometry enrollees passed the SOL-Geometry assessment with 100% scoring proficient or advanced. Implemented an ESOL program that addressed the needs of this highly populated group. Implemented school-wide uniform policy. Incorporated single gender classrooms. Led the district in training principals and teachers in the development of portfolio assessments. Incorporated continuous communications and activities to increase family engagement 75%.

August 2001-July 2007 –**Principal, Virginia School Turnaround Specialist** *Portsmouth Public Schools, Portsmouth, VA*

- ✓ Craddock Middle School – was in the fourth year of improvement, lowest performing school in the district and among the lowest 5% in the state. Increased SOL scores by 29% and discipline referrals decreased 37%. Surpassed VSTS and the benchmarks set by Virginia Department of Education .
- ✓ Stephen H. Clarke Academy – was in the fourth year of improvement. Obtained AYP and full accreditation in second year. Increased revenue $279,000 with grant funding under the PASS Initiative. Credentialed as a Virginia School Turnaround Specialist.

- ✓ Emily M. Spong Elementary School – test scores ranged from single digit to below 20%. Appointed by Governor Mark Warner as 1 of 10 principals for the VSTS program. Moved from accredited w/ warning in 2002 to full accreditation and AYP 2003, 2004. Accomplished gains of 21%-79% across testing content areas 2002-2004. Ranked among the top three schools in the district (2003, 2004)

October 1999–May 2001 –**Principal**, *Mt. Zion Elementary School*, Charleston, SC – was ranked in the lowest 5% of the state, receiving a grade of "D" for student performance. Identified as a Palmetto Silver Award School with a grade of "B" the end of year two. Awarded $500.000 for the *Millennium Child* grant to support school improvement.

EDUCATION:
BS Elementary Education, May 1975; MA Urban Education, May 1992, Norfolk State University
EdS, Educational Leadership, 1998, George Washington University
Credential in Turnaround Leadership, 2006, University of Virginia
Pursuing PhD, Education Leadership/International Educations, George Mason University

PROFESSIONAL ACCOMPLISHMENTS
- Profiled in *The Turnaround Mindset: Aligning Leadership for Student Success* (T. Fairchild & J. DeMary, Rowman & Littlefield, 2011) as 1 of 4 turnaround principals.
- Speaker for Partnership for Leaders in Education (PLE) in Chicago and at UVA (2007-2009).
- Featured in "Stephen H. Clarke Academy Case Study" as a PLE instructional tool (2006).
- Interviewed and featured on the PBS, *Turnaround Principal* documentary (2007).
- Published in *Principal*, "From At Risk to At Promise: A Three Year Journey" (09/2004).
- Presented – NAESP Conferences (2003-2006); Illinois Principal Association Tinley Park and Lyle/Naperville (2005); Regent University (2007); various schools in Virginia (2004-2997).

TRAININGS
Partnership for Leaders in Education (UVA) * Buck Institute Project-Based Learning * Scholastic Guided Reading Workshops/Balanced Literacy * Common Core Alignment/Pathway to the Common Core * Observing, Evaluating and Feedback Seminar * School Improvement Plan (Indistar) * Responsive Classrooms * Kagan * Turnaround for Children * Flamboyan Family Engagement * PBIS * Bambrick-Santoyo *Leading Instruction* Workshops * Emotional Intelligence Seminar with Daniel Goleman * Robert Canady Block Scheduling * Ruby Payne Train the Trainer * Ron Clark Book School Visit and Workshop * International Baccalaureate School Workshop * Blue Ribbon Schools Workshop.

LICENSURE
Virginia Postgraduate Professional –Admin and Supervision PreK-12; Elementary 1-7

RACHAEL J. FELKER
2244 Ashley Crossing Dr. Unit 516 - Charleston, South Carolina, 29414
(347) 449-2564 Raejude85@aol.com

EDUCATION

College of Charleston, Charleston, South Carolina

Bachelor of Arts in International Business, Minor in Spanish May 2007
Spanish Club
Secretary of Portuguese Club

EXPERIENCE

VTT Management Charleston, South Carolina, March 2015-Present

Leasing Agent

As a leasing agent at VTT Management, I assist prospects with securing apartments. In addition, I do clerical work, execute leases, perform marketing activities and aid in other office tasks as needed.

Mattress Firm Charleston, South Carolina September 2011-Present

Store Manager

Mattress Firm is the number one bedding retailer in the nation. As a store manager, I am responsible for driving sales to meet and exceed store budgets; managing stock and inventory levels, balancing books daily, executing merchandising plans, handling customer service issues, aiding in the training of newly hired employees and supervising the assistant manager's and manager's on duty.

Grupo Juridico Especializado, San Jose, Costa Rica November 2007- January 2011

Legal Aid

Grupo Juridico Especializado is a Civil Law Firm in San Jose Costa Rica. As a legal aid, I would deliver documents to the embassy, file complaints, draft memo? and work one-on-one with a lawyer specializing in this area of law.

Psychology, Associates, Cleveland, Ohio May 2006- June 2008

Office Manager/Medical Transcriptionist

Psychology Associates was a clinical psychologist practice in Cleveland Ohio that specialized in SSI and Disability Testing. As a medical transcriptionist I typed documents for patients who were being considered as candidates for disability payments. I also handled the daily operations of the practice.

SKILLS AND INTERESTS

Computer Skills: Working knowledge of Westlaw and LexisNexis, Microsoft Office

Hobbies: International travel, reading, health and fitness, cooking, athletics

Fluent in Spanish and basic Portuguese

Curriculum Vitae

WILLI J. GLEE
2311 C Tall Sail Drive
Charleston, South Carolina 29414
843-571-2882 (H) 843-991-6581(M)

Education:

Juris Doctor	1985	University of South Carolina, School of Law
Bachelor of Science	1982	Southern Illinois University at Carbondale

Experience:

2008 - Present	Affordable Housing Coordinator and IT Coordinator Charleston County Human Services Commission Charleston, SC
2006 - 2008	Housing Director Charleston County Human Services Commission Charleston, SC
1999 - 2006	Retired
1997 - 1999	Assistant Professor, Equal Employment Coordinator Medical University of South Carolina Charleston, SC
1991 - 1997	Clinical Instructor, Equal Employment Coordinator Medical University of South Carolina Charleston, SC
1987 - 1991	General practice of law, sole practitioner Charleston, SC
1985 - 1987	Associate Attorney, McFarland & Jenkins Charleston, SC
1982 - 1985	Law student University of South Carolina, Columbia, SC
1978 - 1982	Executive Director Charleston Neighborhood Housing Services of S.C., Inc. Charleston, SC
1976 - 1978 Hartford, CT	Director of Housing - Upper Albany Community Organization

1974 - 1976	Graphic Designer Record Data Hartford, CT
1972 - 1974	Office manager and construction estimator C & S Plumbing Co., Inc. & Pep's Electric, Inc Hartford, CT
1971 - 1972	Executive assistant to the president Howard Enterprises Hartford, CT
1970 - 1971	Technical illustrator Thompson Associates Hartford, CT
1969 - 1970	Graphic artist Data Image Graphics Bridgeton, NJ
1968 - 1970	Assistant to the plant manager and glass bottle designer Leone Industries Bridgeton, NJ
1964 - 1968	Quality control technician Wheaton Glass Company Millville, NJ
1960 - 1964	Psychiatric technician Ancora State Hospital Hammonton, NJ

UNDERGRADUATE AND GRADUATE TEACHING

UNDERGRADUATE

Business Law —Shaw University

N-366	Issues in Nursing I (guest lecturer) — Medical University of South Carolina
HIST 115	African American History — City Colleges of Chicago
HUM 201	Humanities (art, architecture, & literature) — City Colleges of Chicago

GRADUATE

N-735	Health Care Law and Risk Management - Medical University of South Carolina
018-742	Policy and Politics in Health Care (guest lecturer) - Medical University of South Carolina

UNIVERSITY COMMITTEES

University Strategic Plan
University Education Committee
College of Medicine, Admissions Committee (consultant)

PROFESSIONAL MEMBERSHIPS AND LEADERSHIP

2004 - 2007 Chairman pro tem, Board of Trustees, Emanuel AME Church
1995 - 2006 Chairman, Board of Directors, Charleston County Human Services Commission
1990 - 1992 Member, Board of Directors, Lowcountry Children's Center
1992 - 1998 Chairman, Board of Directors, Cannon Street YMCA
1996 - 1998 Member, Board of Directors, Lowcountry AIDS Services
1996 - 1998 Member, 100 Black Men of Charleston

PUBLICATIONS

- ✓ Glee, WJ. Diversity Matters: A The Will to Do Better, Feature article - Newsletter, What's Going On, Office of Diversity, Summer, 1997
- ✓ Glee, WJ. A Nineteen Ninety-Six, Feature article - Newsletter, What's Going On, Office of Diversity, December, 1996
- ✓ Glee, WJ. Diversity Matters, Feature article - Newsletter, What's Going On, Office of Diversity, September, 1996
- ✓ Glee, WJ. Diversity Matters: A Names of Dead Men, Feature article - Newsletter, What's Going On, Office of Diversity, June, 1996
- ✓ Glee, WJ. Diversity Matters, Feature article - Newsletter, What's Going On, Office of Diversity, December, 1995
- ✓ Glee, WJ. Diversity Matters, Feature article - Newsletter, What's Going On, Office of Diversity, October, 1995
- ✓ Glee, WJ. Affirmative Action: Up to the starting line. Charleston, SC: Medical University of South Carolina, 1995.
- ✓ Glee, WJ. Real Estate Advertising, Real Estate Today, June, 1977

PRESENTATIONS

Legal Update. Presented at the 1997 Region IV Conference of the American Association of Affirmative Action, Charleston, South Carolina, 1997 Hopwood Panel. Presented at the 1997 NAMME Southern Regional Conference, Atlanta, Georgia, 1997 Hopwood Panel. Presented at the 1997 NAMME Southern Regional Conference, Atlanta, Georgia, 1997 Threats to Diversity in Higher Education. Presented at the 1996 Minority Recruitment and Retention Conference of the American Association of Dental Schools. Washington, DC. 1996.

Marlesha Heyward

1931 Pine Forest Drive
North Charleston, South Carolina 29405

Objective:

My goal is to work within the Charleston County communities to make Prestige Preparatory Academy a vision of hope for our boys as they are prepared for college and beyond. As a parent, I know firsthand our children, especially our boys need advocates to stand for their best interest. I welcome this opportunity to be a voice and an advocate for the young men of Charleston County.

Experiences:

- Leasing Agent, Pine Crest Apartments 04/2013- present
- Guest Service Representative, Holiday Inn Charleston Airport 12/2005-6/2007
- Sales Coordinator, Hilton Garden Inn Charleston Airport 6/2007-11/2008
- Sales Assistant, Residence Inn Charleston Marriott 11/2008-10/2009

Education:

- Trident Technical College, Charleston, SC (in progress) pursuant in Associates in Business Management
- Medical University of South Carolina, Medical Front Office Program
- Cornerstone Christian High School, Townsend, GA

Honors, Awards, Certificates:

Fair Housing Certification 2013, Grace Hill Training 2013, Charleston Ambassador "2011", Hilton Garden Inn Customer Focus Sales Training "2008", Holiday Inn employee of the Quarter "2009", PCR 101 Training, PCR Greeting & Check-In, PCR Meeting & Rewards Training Certificate of Completions "2006-2010", Loyalty Connect Certificate of Completion "2011", Member of Charleston Young Professionals, Medical Front Office Certification

Personal:

Event Planner, Girlz Talk Movement LLC (ministry), Resident Group Supporter, EL Shaddi Baptist Church

7640 King Grant Lane
North Charleston, South Carolina 29420
843-760-1602 – cgm1965@gmail.com

Crystal G. Morris

Purpose

To serve as a committed member of the Prestige Preparatory Academy Charter Committee; to make this school a reality for the boys of Charleston, South Carolina; and to stand as an advocate for the child without one. As a life-long resident of Charleston, South Carolina, I am constantly striving to improve the education for my daughters and the children of this community. As a product of Charleston's school system and the mother of two children who completed high school in this county, I know first-hand what happens when children have support structure and when they do not. We, collectively, need to work harder and smarter to meet the needs of ALL children.

Education

1983-1989

Bachelor of Arts: Liberal Studies, Humanities/Social Science- Morris College in Sumter, SC

Experience

Educator - Charleston County School District in Charleston, South Carolina

2013- Present
Parent Truancy Interventionist at Northwoods Middle School, North Charleston, SC.

2004-2013
Paraprofessional at St. Andrew Middle School, North Charleston, SC.

1999-2004
Special Education Teacher with the "Grow Our Own Teachers", Mt. Zion Elementary School, Johns Island, SC.

ADRIENNE WRIGHT-RILEY

2063 Savage Road
Charleston, SC 29407
Home Telephone 843-452-6259

Email: adriennezeta@yahoo.com

EDUCATION:

Dual Masters in Human Resources Management & Human Resources Development
2005, Webster University
Bachelor of Arts in Humanities and Social Sciences, 1988,
University of South Carolina (major in Political Science, minor in Criminal Justice)

WORK HISTORY:

Lead Support Services Specialist, The Housing Authority of the City of Charleston,

November 1, 2004-Present

Provide supportive services and programs to all public housing residents. Research, develop and maintain a network of service providers to local community resources and serve as a liaison between the Housing Authority and outside agencies. Advocate and provide counseling to public housing residents. Establish and maintain a good tenant and staff relationship. Identify and assess residents who are frail and or at risk. Collaborate with management staff, law enforcement, attorneys, judicial staff and other para-professionals. Document all incidents related to resident's condition and or situation. Organize Community Festivals, Resident's Retreats, and all other events. Create flyers and brochures, and organize all educational events on Social/Health Programs for residents and In-Services trainings for staff. Attend all policemen and managers' conferences. Recruit volunteers and residents to participate in self-help activities. Conduct Housekeeping, Financial Management and Social Issues Training in New Resident's Orientation and in the Empowerment Booster Sessions. Provide Customer Service Trainings and serve as a Meditation Coordinator for the residents of public housing. Conduct public housing home inspections, knowledgeable of public housing recertification, interims, PIC and the Elite system. Coordinate transportation for residents, work with the Resident Advisory Board, and coordinate the Resident Advisory Board (RAB) and Turning Point Annual Retreat, serve as the liaison of the "Jake Savage Music foundation" for troubled youth. Implement the garden project for underprivileged children, and serve as point of contact for "The Yo Art Project". Coordinate with the Mayor's Office "Clean City Sweep", work with the city for the Free Lunch Summer Feeding program, produce quarterly newsletter, and serve as a Board Member for the South Carolina Immunization Coalition. Provide group and individual counseling to women who are dealing with domestic violence through a group known as Turning Point Support Group for Women.

Clinical Counselor II, Alcohol and Drugs Safety Action Program (ADSAP), Charleston Center
May 12, 2004-October 29, 2004

Provided intake services, conducted orientation training and completed clinical focus assessment; provided case management to at least 72 clients and conducted New Outlooks Via Awareness (NOVA) training. Assisted with Clinical Individualized Treatment Plan and facilitated ADSAP Prime for Life Alcohol/Drug Education Group. Prepared and presented client's cases for staffing and consultation and completed termination and aftercare services.

Adoption/Foster Care Coordinator, Reid House African America Adoption Center

January 2000-March 2004

Supervised all adoption and foster care services to include placement, recruitment and assessment. Supervised and trained volunteer coordinators as well as developed and implemented strategies to recruit families to foster or adopt children. Completed performance appraisals/reviews on all employees as well as worked closely with all contract providers. Conducted various trainings for potential foster and adoptive parents on subjects such as diversity, crisis management, available community resources, child abuse and neglect, and stress and self-care. Conducted HIV/AIDS awareness trainings, as well as Smoke-Free trainings for Reid House. Conducted orientation for Foster and Parent Training. Prepared presentations and trainings for various committees and boards. Completed the responsibility of program development and administration of policies and procedures. Participated in staffing with Executive Director, Board Members and other agencies. Worked with the media during adoption and foster care month, for the purpose of recruitment and was present on Live 5 Talk Back. Provided written Home Evaluation and Post Placement Summaries. Provided counseling services and referrals to displaced individuals/families that were homeless, single mothers and battered women.

Human Services Specialist II, South Carolina Department of Social Services

November 1996-January 2000

Arranged foster home placement for children in the custody of the state of South Carolina. Conducted monthly visits with foster children, foster parents, biological parents, mental health providers, health care providers and school officials as necessary. Completed Judicial Reviews, Termination of Parental Rights, Merit Hearings, Permanency Planning, Ex-Parta and Emergency Protective Custody Packets, and other court paperwork as necessary. Completed packets for Foster Care Review Board and Interstate Compact. Conducted home studies and completed written evaluations. Refereed foster children and their parents for assessment and counseling services. Conducted investigations of abuse and or neglect allegations. Worked closely with law enforcement and community officials.

Foster Care Social Worker III, Guilford County Department of Social Services (North Carolina)
November 1994-July 1996

Arranged foster home placement for children in the custody of the state of North Carolina. Conducted monthly visits with foster children, foster parents, biological parents, mental health providers, health care providers and school officials as necessary. Completed Judicial Reviews, Termination of Parental Rights, Merit Hearing, Permanency Planning, Ex-Parta and Emergency Protective Custody Packets, and

other court paperwork as necessary. Completed packets for Foster Care Review Board and Interstate Compact. Conducted home studies and completed written evaluations. Refereed foster children and their parents for assessment and counseling services. Conducted investigations of abuse and or neglect allegations. Worked closely with law enforcement and community officials. Promoted to lead worker and co-supervised 8 social workers and two drivers.

Human Resources Management Assistance, Guilford County Natural Science Center (North Carolina)

January 1994-October 1994

Provided administrative support to all staff, prepared correspondence and new benefits packets for new employees and other documents as needed. Developed new policies and procedures through which the company would hire new staff and work teams. Facilitated the New Training Orientation to new hires as well as provided Customer Service Trainings, Safety Trainings and Discrimination (race, religion, gender & age) Trainings. Contributed in the financial matters by researching and submitting to the Financial Director salaries and bonuses packages for all employees. Dealt with all of the concerns of the employees and provided them with consultation.

Social Worker II, Calhoun County Department of Human Resources (Alabama)

June 1992-December 1993

Adoption Worker for ONE CHURCH, ONE CHILD Program. Prepared court packets for Termination of Parental Rights. Interviewed prospective adoptive parents. Conducted home studies and completed written evaluations. Approved families for adoption. Completed paperwork for subsidized payments, Medicaid assistance, and respite assistance.

Human Service Specialist I, South Carolina Department of Social Services

January 1990- May 1992

Served in the capacity of the Lead Worker that determined eligibility for Medicaid, AFDC and Food Stamps for potential clients. Accurately and timely completed all case files with eligibility calculations and other necessary paperwork. Assured that all state and federal policies and procedures were followed. Maintained and updated 150 cases files.

TRAININGS:
Crisis Prevention and Intervention; Conflict Management; Cultural Awareness; Nicotine Addictions Treatment; Ethics and Confidentiality; Assessment and Treatment Planning; Documentation; Defensive Driving

COMPUTER SKILLS: Microsoft Office 2014-SPSS 11.5, ADP, Outlook Basic & Intermediate, One Note, PowerPoint Basic & Advance, Excel Basic & Advance, Microsoft Word Basic & Intermediate; Corel WP 9, Publisher, Excel Formula Basic & Advance, Mail Merge, Elite, Windows 7.

Casdell E. Singleton
9606 Tothill Drive
Summerville, South Carolina 29485
(843) 460-4057
E-mail singletonenter@aol.com

SUMMARY OF QUALIFICATIONS

33 years of Banking and Finance experience at the executive level with expertise in Sales and Marketing Financial Analysis, Strategic Planning SBA Lending and Portfolio Management

EXPERIENCE

2005 - to present
NBSC, a division of Synovus Bank
Charleston, South Carolina
Assistant Vice President
As a Senior Lender of the Bank, I am responsible for selling financial services and products, in addition to meeting with clients and prospective clients, brokers and other "centers of influence to solicit business. I am also responsible for managing a loan portfolio of over $100 million and deposit relationships in excess of $100 million. Over the last 5 years, I have grown my loan portfolio from $2 million to over $100 million. This was done by developing a marketing plan and executing that plan to meet my goals. In my role, I have had the opportunity to provide line of credits, working capital loans, equipment loans and commercial real estate loans to meet my customers varying financial needs. In order to effectively serve my clients, I use my exceptional knowledge of business development, financial analysis, financial products and banking policies and procedures to impact my customer's businesses and to help make them successful. I have a strong background in SBA Lending, products, services, policy and procedures, including 504 loans, export trade financing, lines of credits, working capital loans and 7a loans.

2000 – 2003
Wells Fargo SBA Lending Group
Antioch, Tennessee
***Vice President/Business Development* Officer**
I served as a Business Development Officer for the company, where I established a loan production office in the Tennessee region. In this role I was responsible for generating SBA loans by selling SBA products and services and presenting to various business associations, meeting with the SBA District office to discuss policy, procedures and loan structures to meet clients financing needs. In my 1st year with the company I generated over $20 million in SBA loans and built a referral network of over 500 contacts.

1995- 2000
AT&T Capital Corporation/CIT
Livingston, New Jersey
Regional Accounts Manager

I served as Regional Account Manager for the Company's SBA Lending division, providing financial services and SBA Loan products for the State of Tennessee. I established this office for AT&T Capital in the State of Tennessee. Prior to my taking over this job, the company did not have a Tennessee presence. I had the responsibility of building and maintaining the company's image in the State. In 5 years I developed a referral network of over 500 sources that was used to build market share. My 2nd year in the market we were #1 in SBA loans originations for the Tennessee District. Over the 5 years period we generated over $35 million in loans.

1993- 1995
Citizens Savings Bank
Nashville, Tennessee
Vice President/ Commercial Lending
I served as Senior Commercial for the bank. In this role I was responsible for managing credit operations as well as selling financial products and services for the bank. During my tenure, we reduced non-performing assets from over 5% of loans to less than 1%, while building the loans portfolio by over $4 million over a two year period. I also had supervisory responsible for a staff of 7 persons.

1984 – 1993
Citizens Trust Bank
Atlanta, Georgia
Senior Vice President/Commercial Lending
I was responsible was oversight of all lending activities for the bank, including commercial, consumer and mortgage operations and originations. I was responsible for supervision o f a staff of 30 employees, in sales, marketing, operations and business development. In less than 10 years the bank's loan portfolio grew from $56 million to over $150 million under my leadership. In my role as a Senior Banker, I presented loans proposal for approval to the bank's Executive Committee of the Board on a weekly basis and served on the bank's credit and personnel committees.

1981 – 1983
South Carolina National Bank
Anderson, South Carolina
Assistant Cashier/Branch Manager
I was a mid-level banker with responsibility for managing a small branch with 7 employees. I was responsible for selling financial products and services as well as meeting to customers and prospects to solicit business opportunities for the bank.

1977- 1981
Manufacturers National Bank
Detroit, Michigan
Assistant Branch Manager
I was a 1st level manager with supervisory responsibility for 7 employees in a small community branch. My responsibilities included operation and products sales and service. I was also responsible for consumer lending and deposit gathering activities.

EDUCATION

Graduate- St. Augustine's College, Raleigh, NC
B.S. Business Administration- Minor in Accounting

1989 The Graduate School of Banking of The South at Louisiana State University, Baton Rouge, LA (Certificate 180 hrs 3.1)

1973 Bonds Wilson High School - Charleston, South Carolina

PROFESSIONAL AND CIVIC AFFILIATIONS

- Member of the Mayor's Council on Affordable Housing & Homelessness 2004-2005
- Chairman of the Finance Committee of Jenkins Institute for Children 2005 to Present
- Past President of the Board of the Nashville OIC 2001-2003
- Past President Park Center Board of Directors 2001- 2002
- Member- Board of Governors Nashville Chamber of Commerce 2001-2003
- Member of the Board of Directors, Sharing The Vision, Inc. 2002-2003
- Attended the meeting of the Japan/SE conference as a Tennessee Representative
- Member of Senator Roscoe Dixon's Legislative Brain Trust-State of Tennessee 1999-2004
- Member of Leadership Atlanta 1992
- Member of 100 Black Men of Atlanta, Inc. 1990-1993
- Member of the Credit Committee- Citizens Trust Bank 1989-1993
- Member of Jerusalem House 1992 – 1993
- Member of St. Augustine's College Alumni Association 1977-Present
- Member of Kappa Alpha Psi Fraternity 1974-Present
- Graduate of Leadership Atlanta –1993
- Student Government President-St. Augustine's College 1976-77

AWARDS AND HONORS

- Award for Outstanding Leadership, Park Center Board of Director, 2000-2001
- Pacesetter Award, AT&T Capital, September 1997
- Professional Officer Award, Citizens Trust Bank 1986
- Anderson Jaycees Presidential Award of Honor 1982-83
- Anderson Jaycees Key Man Award 1982
- President of the Student Government Association, St. Augustine's College 1977

SEMINAR and LECTURE PRESENTATIONS

2003 "How to manage credit", Vanderbilt University School of Engineering
1999 "Small Business Lending, The Future", Tennessee Minority Small Business Development Center
2003 Financing a Franchise – "Show Me the Money", National Minority Franchise Initiative
1995 Homebuyers Training-Citizens Savings Bank
1993 "Financing Your Business" - The Atlanta Tribune

REFERENCES FURNISHED UPON REQUEST

Gail C. Wallace Tolbert

• 305 Lakeview Drive, Summerville, SC 29485 • (843) 345-1495 cell • cassandratol@bellsouth.net

OBJECTIVE

To work in the capacity of a Human Resources Director to provide the employees and future employees with high quality human resource services and trainings in order to help them succeed at all levels

EDUCATION

1972 – 1976 Johnson C. Smith University Charlotte, NC
B. A. English

1980 – 1982 Converse College Spartanburg, SC
M. Ed. English

1999 – 2001 The Citadel Charleston, SC
Secondary Administration Certification

PROFESSIONAL EXPERIENCE

July 8, 2010 – Present Charleston Charter School for Math and Science Charleston, SC
Human Resources Director

- Recruit teachers for CCSMS at various colleges and universities in the US
- Evaluate teachers using the state ADEPT instrument for evaluating professional staff
- Assist in interviewing teacher and other candidates as appropriate and clear their personnel files to include various background checks
- Complete the hiring paperwork for all employees
- Conduct new employee orientations
- Network with various state agencies to ensure compliance with district, state and federal laws, policies and regulations
- Keep abreast of current policies in teacher certification and directives that effect the recruitment and hiring of teachers
- Maintain a harmonious and productive relationship with all levels of CCSMS employees, Board members, and other stakeholders
- Coordinate the Program of Alternative Certification for Educators (PACE) and keep the data to be used as needed
- Network with PACE Office at the State Department of Education to recruit teachers for the program and to follow up with PACE participants to ensure that certification requirements are met each year until they receive professional certification
- Work with employees' concerns as related to state and federal employment laws
- Network with the CCSMS accountant in Columbia to ensure that the payroll is correct and to resolve any payroll concerns
- Serve as employee relations contact for employees as needed
- Serve as school's bookkeeper
- Write correspondence to faculty and staff as required by law and the principal
- Serve as the sexual harassment contact person for our students and teachers

- Maintain personnel files on all employees to include up-to-date educator certification data
- Any other duties as assigned by the principal and/or Board of Directors

July 1, 1997 – May 31, 2010 (Retired) HR Teacher Employment, Charleston County School District (CCSD) Charleston, SC

Team Associate IV

- Recruited teachers for CCSD at colleges and universities in various states in the US
- Received recruitment information from various colleges and compiled the yearly teacher recruitment calendar for HR Teacher Employment based on feedback from the recruiters and approval from the Director of Teacher Recruitment
- Interviewed teacher candidates and cleared their personnel files for employment
- Networked with district and state administrators to ensure compliance with district, state, and federal policies/regulations
- Filed for out-of-field permits and Restricted Alternative Certification (RAC) certificates for certified personnel and kept the data for CCSD
- Kept abreast of current policies in teacher certification and directives that effected the recruitment and hiring of teachers
- Maintained a harmonious and productive relationship with all levels of CCSD employees and Board members
- Coordinated the Program of Alternative Certification for Educators (PACE) and kept the data for CCSD and the SDE
- Coordinated the recruitment of math and science teachers for the Transition to Teaching (TTT) Grant through Drexel University and networked with the staff at Drexel as well as with our TTT teachers regarding the required TTT classes for professional certification; kept the data for CCSD in order to compile reports for Drexel
- Networked with the staff of the American Board for the Certification of Teacher Excellence (ABCTE) to recruit math, science and English teachers and served as the HR contact for the teachers until they receive their professional certificates; kept the data for CCSD and the SDE
- Networked with PACE Office at the State Department of Education to recruit teachers for the program and to follow up with PACE participants to ensure that certification requirements were met each year until they received professional certification
- Provided periodic updates, data and reports on recruitment and retention to the Director of Teacher Employment and other duties as required
- Served on CCSD employee grievance panels and all levels of interview teams as requested
- Developed some of the forms and procedures that are currently used in CCSD in the HR Teacher Recruitment
- Was for several years chair of the committee that was responsible for the CCSD Teacher of the Year program

1987 - 1997 Department of Staff Development & Teacher Evaluation, CCSD

Supervisor

- Evaluated teachers using state-mandated instruments (ADEPT and APT)
- Conducted staff development workshops and evaluation training for all employees
- Developed and taught graduate-level classes as an adjunct professor at The Citadel
- Helped develop the Teacher Assessment (TAP) and Teacher Incentive Program

(TIP) evaluation instruments for teachers in CCSD

- Worked with contract issuance for several years and developed some of the correspondence and forms that are currently used in contract issuance notebooks

1979 - 1987 Middleton High Charleston, SC

English teacher

- Taught Gifted & Talented, Advanced and General English
- Served as Director of the Adult Education program for three years
- Sponsored Y-Teens
- Served as secretary of the PTA for two years

1978 - 1979 *English teacher*, Rhett Middle School Charleston, SC

1977 - 1978 *English teacher*, Boiling Springs Jr. High Boiling Springs, SC

1976 - 1977 *English teacher*, Pacolet Jr. High P acolet, SC

PROFESSIONAL TRAININGS AND WORKSHOPS

- Assisting and Developing Excellence in Professional Teaching (ADEPT), state trainer
- Program for Effective Teaching (PET), national trainer and instructor
- Respecting Ethnic and Cultural Heritage (REACH), national trainer and instructor
- Classroom Organization and Management Program (COMP), national trainer and instructor
- Writing Across the Curriculum and Workshop on Workshops, instructor
- Dealing with Difficult People, trainer and instructor
- No Child Left Behind Act Technical Assistance Workshop

ADDITIONAL PROFESSIONAL ACTIVITIES

- Taught a session for EDUC. 662 at The Citadel on Recruiting a Diverse Faculty
- Developed and presented a workshop, *Effective Presentation Skills,* to CCSD principals
- Developed and taught a class, *Multicultural Perspectives,* as an adjunct professor at The Citadel
- Served on the Title II: Teacher Quality Enhancement Planning Task Force for CCSD
- Served as a Steering Committee member of the National Federation of Urban and Suburban School Districts (NFUSSD) for the Conference in Charleston, October 2003
- Served as a member of an external school review team for CCSD
- Served as a member of the Policies and Procedures Committee of the CCSD Diversity Council

PROFESSIONAL MEMBERSHIPS

- South Carolina Association of School Administrators—Personnel Division
- Member of the Constitution and Bylaws Committee
- Member, Steering Committee for the National Association of School Personnel Administrators (NASPA) Conference that was held in Myrtle Beach in October 2010
- Member, National Association of School Personnel Administrators

COMMUNITY AND CIVIC ACTIVITIES

- Member of Joshua Baptist Church
- Teacher in Joshua Baptist Church's Youth Empowered to Serve (YES) Ministry
- Director of the Joshua Baptist Church Tutorial ministry
- Mentor for a student at Fort Johnson Middle School for three years
- Volunteer for Trident Literacy Foundation
- Member of Joshua Baptist Church Gospel Choir
- Education Advisor for Joshua Baptist Church
- Member and historian of the Cooper River Baptist Association Women's Auxiliary
- President of the Joshua Baptist Church Missionary Ministry
- Volunteer tutor for GED students at Joshua Baptist Church
- Notary Public for the state of South Carolina (commission expires April 27, 2016)

HONORS AND AWARDS

- HR Teacher Employment group recognition by the CCSD Board of Trustees for the low number of teacher vacancies for the fall 2007 and 2008 and 0 vacancies in the fall 2009
- Outstanding Teacher Award from Middleton High School students
- Award for Outstanding Service to the Cooper River Baptist Association Women's Auxiliary
- Award for dedicated service to the Episcopal Diocese Community Housing Development Organization (CHDO)
- Appreciation for faithful service as the Department of Staff Development Assistant Principal Network Liaison
- Applause Award from Charleston County School District, 2001

References furnished upon request

Appendix B: Evidence of Support

City of Charleston
Joseph P. Riley, Jr.
Mayor

August 7, 2015

Ms. Joyce Coleman
Prestige Preparatory Academy

Dear Ms. Coleman:

Thank you for sharing the vision of Prestige Preparatory Academy with me. I was impressed with your energy, commitment and knowledge for why this type of school is necessary. I support your effort and wish for much success in this endeavor.

With my very best wishes, I am

Most sincerely yours,

Joseph P. Riley, Jr
Mayor, City of Charleston

JPR,jr..dm

All-America City
P.O. Box 652, Charleston, South Carolina, 29402
Telephone: 843-577-6970 Fax: 843-720-3827

Gmail by Google

J Harrison Coleman
<jcoleman@prestigepreparatoryacademy.org>

Charter school application

1 message

Lara, Danae (Scott) <Danae_Lara@scott.senate.gov> Tue, Jun 2, 2015 at 11:26 AM

To: "jcoleman@prestigepreparatoryacademy.org" <jcoleman@prestigepreparatoryacademy.org>

Good morning, Ms. Coleman,

Thank you for notifying Sen. Scott and his office of the application of the Prestige Preparatory Academy to the Charleston County School District. The senator is grateful for the information. Please let us know if we can help with anything. Thank you!

Sincerely,

Danae Lara
Constituent Services Representative
Greenville Office of U.S. Senator Tim Scott
40 W. Broad Street, Suite 320
Greenville, SC 29601
P: (864) 233-5366 | F: (855) 802-9355

Danae_lara@scott.senate.gov

**New office location as of June 1, 2015:*

104 South Main Street, Suite 803

Greenville SC 29601

Daniel Joseph Jenkins Institute For Children

3923 Azalea Drive
North Charleston, SC 29405
Phone: (843) 744-1771
(843) 744-2429
Fax: (843) 529-0057
www.JenkinsInstitute.org



August 19, 2015

TO WHOM IT MAY CONCERN

This letter is written to endorse and support the development of Prestige Preparatory Academy, a new gentlemen's prep school that is focused on providing a quality education "tailored" for elementary age boys of Charleston County, South Carolina.

As the Executive Director of Jenkins Institute for Children, formerly known as the Historical Jenkins Orphanage which began its' journey educating children in Charleston in 1892. The need is as great, if not greater, today as when Reverend Daniel Joseph Jenkins founded his school over a century ago. We are pleased to see the Banner raised for this endeavor.

We at Jenkins applaud Dr. Joyce Coleman and her Charter Committee Members for this vitally needed Institution that they are planning. The phase "where boys are empowered to 'raise the bar' and become men of intellect, integrity and compassion" certainly is fitted for this moment and time.

Jenkins Board (s), Staff and Children supports this needed challenge and will eagerly be there to do whatever is asked of us to assist in this regard.

Sincerely,

Johanna Martin-Carrington
Executive Director

PALMETTO
Community Action Partnership

MAIN OFFICE
1069 King Street
Charleston, SC 29403

P.O. Box 20968
Charleston, SC 29413

PHONE: 843-724-6760
FAX: 843-724-6787

www.palmettocap.org

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MISSION
The mission of Palmetto Community Action Partnership is to serve the economically disadvantaged residents of Charleston, Berkeley, and Dorchester Counties by increasing self-sufficiency and developing strategies to promote economic independence through partnerships.

August 18, 2015

Mr. Casdell E. Singleton
Vice-President, NBSC
158 Meeting Street
Charleston, S. C. 29401

Ref: Prestige Preparatory Academy

Dear Mr. Singleton:

I am very much in favor of the concept of a charter school for at-risk males in Charleston County. This is more than a concept as it has proven to be very effective in cities such as Detroit and New York, and I think it will work very well in this community.

As you know, many of these boys who are considered at-risk are very talented and smart, but may need more one on one instruction and attention that can be given in a normal school setting. In addition, the ability to have male mentors working closely and challenging these young men will make a substantial difference in their lives. At one time I volunteered as a reader at Sanders Clyde, an at-risk school in the inter city of Charleston. I saw first- hand the difference mentoring made in the behavior, achievement and the" want" to learn in the lives of children assigned to mentors.

I pledge my personal support and the support of my agency in your quest to bring this concept to reality in Charleston County.

Sincerely,

Arnold Collins
Executive Director

COLLEGE of CHARLESTON
SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE

July 3, 2015

Dear Charter School Committee,

I am pleased to write this letter of support for Prestige Preparatory Academy. This school, with its main focus on boys and their distinct way of learning, will provide Charleston County boys with a rigorous curriculum, one meant to challenge them while also helping them build critical thinking skills as they prepare to participate in a global community.

This school is open to all boys, but I am particularly pleased that young Black males in the Charleston area will have a school within their community that will focus on boy's needs. For decades, educators have been working to raise the nation's graduation rate, especially for Black and Latino(a) students. As a nation, we have seen some progress. Unfortunately, according to the 2014 South Carolina Annual District Report Card, Charleston County had an on-time graduation rate of 88.4% for White Students and 71.5% for Black students. Burke High School has an on-time graduation rate of 68%; North Charleston High School has an even lower rate of 53.9%. These numbers include both genders. What, though, is the graduation rate for Black males? According to the Schott Foundation for Public Education, "the national graduation rate for black males was 59 percent . . . compared to 80 percent for while males for the 2012-13 school year."

What is to be done about this? For the vast majority of individuals, a good education is linked to obtaining a good job and becoming productive citizens. Far too many of our young Black males are not engaged in their education. Who is to blame? We can blame parents, teachers, society, and even the children themselves, but this would be counter-productive. Spreading blame does not solve the problem, but specific action, one focused on the young Black males themselves could produce results.

This is why I am writing this letter of support for Prestige Preparatory Academy (PPA). PPA will provide an education "tailored" for young boys. In this environment, boys will be supported by faculty and staff trained to meet their needs. This faculty and staff will be of the belief that all children can learn, that young boys given the attention they need, can not only graduate, but they can flourish and become productive citizens.

Sincerely,

Angela Crespo Cozart

Angela Crespo Cozart, Ph.D.
M.A.T. Program Director
University of Charleston, SC

66 GEORGE ST. | CHARLESTON, SC 29424-0001

June 26, 2015

Joyce Coleman, Ph.D
7640 Kings Grant Lane
North Charleston, NY 29420

RE: Prestige Preparatory Academy

Dear Dr. Coleman,

I am SO excited to read about the concept you have developed for the Prestige Preparatory Academy!

As a former Youth Director of Sea Islands Community Church of Johns Island, SC I can tell you how sorely this type of educational environment is needed. We brought in economically and socially challenged young people from downtown North Charleston to attend our programs on Folly Beach so that we could change their environments and give them a vision for the possibilities ahead of them. Would you believe that the majority of our kids lived less than 5 miles from the ocean and had never been to the beach to see it for themselves? While we could change their plans for eternity, we could not have the impact on their practical futures that you will be able to have with this Academy format!

What we noted in our young people was that the public schools expected little from them so that was what they returned. They believed themselves to be disposable and of little value in the community. Even my 15 – 18 year olds could barely read above a 3rd grade level, if that. The kids were "aging" up through the grades rather than advancing based on skills demonstrated. They had no future hopes for anything greater than living in the projects.

As a community professional who happens to also have a Masters Degree in Special Education, I have long believed that education by sexual group (boys with boys and girls with girls) was a more effective plan, and studies I have read recently confirm that. Even better might be using the British boarding school model where the kids only go home on the weekends. Changing a culture requires immersion in a different culture to be successful. I do believe that what you are proposing through the Prestige Preparatory Academy would be a life-changing opportunity for those boys who would be fortunate enough to be able to attend.

As a homeowner in Charleston (15 years) who plans to return full time within the next 3 years, I am greatly interested seeing the revitalization of educational opportunities for the children of Charleston. Please let me know how I can be of service to you and the Academy as you move forward.

Respectfully,

Sharon A. DiMuro

The Law Offices of Sharon A. DiMuro, Attorney at Law
[Mailing: P.O. Box 12586, Rochester, New York 14612]
[Appointments: 95 Allens Creek Rd., Bldg. 1, Ste. 322, Brighton]
office: 585- 317-6527 [lawyerdimuro@gmail.com] fax: 585-266-1692

Charleston County SCHOOL DISTRICT

excellence is our standard

VISION 2016
CHARLESTON ACHIEVING EXCELLENCE

June 11, 2015

District 9 Constituent Board of Trustees

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Rev. Sidney Frazier

Ms. Cheryl Glover

Dr. Karen Simmons

Joyce Coleman
7640 Kings Grant Lane
North Charleston, South Carolina 29420

Dear Mrs. Coleman:

Thank you for sharing the vision of Prestige Preparatory Academy with me. I shared the information with District 9 Constituent Board members. We see the effect failing males have on our community and our world, and we enthusiastically support the proposal for Prestige Preparatory Academy to open in Charleston County, Charleston, South Carolina.

What a marvelous idea. Allowing boys to learn using strategies in which they learn best will make a different. Thank you for sharing the PPA Introduction Package, it was enlightening. Your vision shares the trajectory we all want to see our boys seek and obtain.

After speaking to a few Prestige Preparatory Academy Charter Committee Members, I feel well informed about the mission, goals and objectives. A school such as Prestige Preparatory Academy is absolutely necessary.

Sincerely,

Leon Green

Leon Green, Chairperson
District 9 Board of Trustees

ORPHAN AID SOCIETY, INC.

Daniel Joseph Jenkins Institute For Children

3923 Azalea Drive
North Charleston, SC 29405
Phone: (843) 744-1771
(843) 744-2429
Fax: (843) 529-0057
www.JenkinsInstitute.org



June 4, 2015

Mr. Casdell Singleton
Vice President of Commercial Lending
National Bank of South Carolina

Dear Mr. Singleton,

The timing is right and the need is so great for this group to design a program around addressing this specific targeted audience of boys, how great. I applaud you for doing so. I am extremely pleased that you plan to be associated with the proposed group, Prestige Preparatory Academy. I am also aware that your presence and knowledge will add greatly to the success of the Academy.

It appears the proposed Academy has a strong and sound program. Their mission sounds very exciting and shows great promise for the community. I do support the endorsement of the Prestige Preparatory Academy and pledge to do what ever I can to help in the success of their existence for the long term.

If I or the Jenkins Institute can be of any other assistance, please let me know.

Sincerely,

H. L. Tisdale, MBA
Chairman, Executive Board of Directors

WEST ASHLEY OBSTETRICS AND GYNECOLOGY
Olumide Michael Mughelli, M.D., F.A.C.O.G.

1843 ASHLEY RIVER ROAD
CHARLESTON, SOUTH CAROLINA 29407
Telephone (843) 769-4424
Fax (843) 769-4425

June 4, 2015

To: Casdel Singleton

Re:Letter of Support

Dear Mr. Singleton:

We are writing this letter to support the creation of a Preparatory Academy in the Charleston area.

Having worked closely with the community in Charleston since 1990, as a Medical Services Provider, Youth Leaders in church and Parents of four very active athletes, two of then been boys, we understand how much needed an all boys institute like this is.

It is becoming more imperative and apparent that this will not only benefit the boys, their families, the community but the State and beyond in Morale, Academic Excellence and Financial Expenditure way down the line.

There is no denying that an exclusive and intensive concentration of this setup will make a significant and notable difference. We have the poor academy statistics and juvenile reports to back this up.

It is a brilliant idea, whose time is now!
It demands our overwhelming support and that is why, Dr. Olumide Mughelli and his wife, Agnes Mughelli will lend our support to this plan.
Thank you.

Sincerely

Olumide M Mughelli MD

Agnes O. Mughelli MBA

NBSC

PO Box 1299 • Charleston, SC 29402 • Phone 800-708-5687
www.bankNBSC.com

June 3, 2015

Mrs. Joyce Coleman
7640 Kings Grant Lane
North Charleston, South Carolina 29420

Dear Joyce,

It is with great excitement that I write this letter of endorsement for the proposed Prestige Preparatory Academy for boys. I agreed to sign on as a Charter Committee Member because I believe so strongly in the need for a solid option for parents of young boys who are floundering in the present system. We have heard all of the statistics and everyone I know acknowledges that we have a serious problem. It is time to put up or shut up and I for one have decided to put up by joining the team to do something different and I will encourage everyone I know to do the same.

Joyce, I want to thank you for your vision and hard work in pulling this together. Let's continue to work toward our goal and bring this school to life to change the lives of young men in the Charleston community.

Sincerely,

Casdell "Cass" Singleton
Vice President

EQUAL HOUSING LENDER

a division of SYNOVUS BANK
MEMBER FDIC

INTERDENOMINATIONAL MINISTERS ALLIANCE
2040 GROVELAND AVENUE
NORTH CHARLESTON SOUTH CAROLINA 29405

May 25, 2015

Rev. Dr. Robert Kennedy, Chairman

Rev. Dr. Edward A. McClain Jr., Chairman, Education Committee
Telephone: 843-478-5664

TO WHOM IT MAY CONCERN:

We are writing in support of "Prestige Preparatory Academy" who plans to submit an application to serve 125-225 of our community's 'at-risk' male children effectively and efficiently. There are a vast number of young males that are not being reached by our traditional schools - public or private. These children have, for all practical arguments, dropped through the cracks. They show up again in increased crime statistics, single parents, dead-beat dads, and deaths. We have seen mass failures from the schools' discipline programs because they fail to include a very necessary ingredient. Socrates taught of the necessity to know one's self. ***Prestige Preparatory Academy*** will teach them not only of the importance of knowing themselves but also of loving themselves.

We have been made privilege to some cutting edge educational/behavioral observation that will lend to positive changes in young people and we support ***Prestige Preparatory Academy*** in their efforts to make this school a reality. Such a program is needed nationwide. The Interdenominational Ministers Alliance consists of many Pastors and laity. We meet weekly at the Calvary A.M.E. Church in North Charleston, S.C. We discuss issues and invite agencies and groups who share information that are pertinent to our churches and communities. We minister, in excess, to eighteen thousand members each week and many additional ones in our daily benevolence services.

We will make our churches available for approved activities and functions as well as provide in-kind services for the program's success. I would think that we total in excess of 10,000 children between the ages of 5 – 13.

We request that the Board look favorably upon the request of ***Prestige Preparatory Academy*** to provide needed educational initiatives for young male students.

Sincerely,

Rev. Edward A. McClain Jr.

Mrs. Joyce Coleman
7640 Kings Grant Lane
North Charleston, South Carolina 29420

Dear Mrs. Coleman:

Thank you for your recent telephone call and for sharing the vision of Prestige Preparatory Academy with me. I was impressed with your energy, commitment, and knowledge for why this type of school is essential for educating an often under-represented, misunderstood and misclassified group. I embrace your vision for trying to make a difference in the lives of these young men. While I am not able at this time to serve as a member of the Board of Directors, however, I certainly would like to offer my support with this letter of endorsement.

Every day, we witness evidence of boys, especially African Americans and Latinos, in crisis in the traditional educational setting, and Charleston County School District is no exception. Our answer to this crisis, regrettably, is to criminalize almost every infraction committed, thereby hamstringing the children from any degree of success they are capable of achieving even before they reach their upper teens. It is no secret that in America, we would much rather spend billions of dollars constructing jails and warehousing young men rather than being "proactive" and providing them a quality education, which will benefit everyone in the long run. We cannot afford to sit idly and let Prestige Preparatory Academy not become a reality. This would be travesty.

Thank you for believing our boys can do exceptional things and having the courage to act. I am ready to assist with this endeavor in any way possible. You have my support as you move forward.

Sincerely,

Gerald Mackey, Retired
Palmer Campus Director
Trident Technical College
Charleston, SC

F8th Productions

f8thproductions@gmail.com | 336-682-2960

June 4, 2015

Dear Mrs. Coleman,

When you spoke of the mission and vision of Prestige I was so excited about the concept! Our conversation left me feeling motivated and determined to join you in bringing this much needed type of schooling to young men in Charleston County. You have my support.

Thank you for giving our "at-risk" boys a choice and a chance for hope. When you said to imagine having a gentlemen's prep school in the community that guarantees a difference for our neediest children, I was convinced this school will play an important role in the life of every boy who is fortunate enough to enroll.

Thank you for your commitment. I am willing to help in any way possible.

Sincerely,

Miracle Ingram

Miracle Ingram, Producer

Mrs. Joyce Coleman

7640 Kings Grant Lane

North Charleston, South Carolina 29420

August 3, 2015

Dear Joyce:

Thank you for sharing your vision of Prestige Preparatory Academy with me during our recent meeting. Your plans to bring a school of this nature to Charleston County for males are much needed in this community. Far too many African American and Hispanic male are often placed in special education, misunderstood, under-educated, and drop out of school more than their peers. The fact that you and your committee have a vision to intervene early in the lives of these youngsters is wonderful.

Thank you for being proactive in trying to get to young boys early before the influences of the street and often their home situations get the best of them. The old adage says that "an ounce of prevention is worth a pound of cure", which is still true today.

I wish you much success in continuing the struggle for and opening Prestige Preparatory Academy.

Regards,

Anthony K. Tolbert
Charleston Water Service

Appendix E: Enrollment

Charleston County SCHOOL DISTRICT
excellence is our standard

July 28, 2015

Ms. Joyce Coleman
Prestige Preparatory Academy
7640 Kings Grant Lane
North Charleston, SC 29420

John F. Emerson
General Counsel

Dr. Gerrita Postlewait
Superintendent of Schools

75 Calhoun Street
Charleston, SC 29401
Tel. (843) 937-6515
Fax (843) 937-6546

RE: Desegregation Order

Dear Ms. Coleman:

This is to confirm that the Charleston County School District is not subject to any desegregation order.

Should you have any further questions, please do not hesitate to contact me.

Sincerely,

John F. Emerson,
General Counsel

JFE/scb

Appendix F: Educational Program

Proposed 2016-2017 Prestige Preparatory Academy Calendar

Date	Day	Event
08 August	Monday	½ Workday / ½ Professional Development Day
09 August	Tuesday	Professional Development Day
10 August	Wednesday	Planning with the Executive Director
11 August	Thursday	½ Professional Development Day/1/2 IF Workday
12 August	Friday	IF Workday
15 August	**Monday**	**FIRST DAY OF SCHOOL**
06 September	**Monday**	**Labor Day (School and Office Closed)**
15 September	Thursday	Progress Reports
21 September	Wednesday	Early Dismissal/Professional Development (School Closed for Students)
17 October	Monday	End of Quarter (45 days)
21 October	Friday	Student-Led Conference
24 October	Monday	Report Cards
26 October	Wednesday	Early Dismissal/Professional Development (School Closed for Students)
18 November	Friday	Progress Reports
21-23 November	**Mon-Wed**	**Thanksgiving Break (School Closed, Office Open)**
24-25 November	**Thu-Fri**	**Thanksgiving Break (School and Office Closed)**
19-31 December	**Mon-Fri(x2)**	**Winter Break (School and Office Closed)**
02 January	Monday	Students, IFs, and staff return to school
11 January	Wednesday	Last Day of First Semester (90 days)
12 January	Thursday	Professional Developmental Day (no school for students)
13 January	Friday	IF Workday (no school for students)
16 January	**Monday**	**Dr. Martin Luther King, Dr. Day (School and Office Closed)**
17 January	Tuesday	Report Cards / Second Semester begins
13 February	Monday	**President's Day (School Closed, Office Open)**
17 February	Friday	Progress Reports
22 February	Wednesday	Early Dismissal/Professional Development (School Closed for Students)
15 March	Wednesday	Early Dismissal/Professional Development (School Closed for Students)
21 March	Friday	IF Workday (no school for students)
03 April	Monday	Report Cards
17-21 April	**Mon-Fri**	**Spring Break (School and Office Closed)**
26 April	Wednesday	Early Dismissal/Professional Development (School Closed for Students)
01 May	Monday	Progress Reports
29 May	**Monday**	**Memorial Day (School and Office Closed)**
31 May	Wednesday	½ day for students
01 May	Thursday	IF Workday (no school for students)
02 June	Friday	Report Cards
05 June-14 June	8 Days	Intercession (no school for students)
16 June-04 Aug	35 Days	PPA Summer Institute (School Closed July 4th)

*Note: **Test Dates will be updated upon receipt notification from the S.C. State Department of Education.***

Prestige Preparatory Academy Proposed Schedule K-8

House of Alpha (Kindergarten-2nd grade)	House of Kappa (3rd-4th grades)	
HOP(Hour of Power)	**Third Grade HOP(Hour of Power)**	**Fourth Grade HOP (Hour of Power)**
(07:45-08:05) – Breakfast	(07:45-08:05) News Room	(07:45-08:05) News Room
(08:05-08:25) – Free Play (Recess)	(08:05-08:25) Breakfast	(08:05-08:25) Board Room (A)/WL (B)
(08:25-08:45) – Story time	(08:25-08:45) WL (A)/Board Room (B)	(08:25-08:45) Breakfast
08:45-12:50 – Literacy Block	**8:45-12:50 Literacy Block**	**8:45-12:50 Exploration Block**
08:45-09:35 - ROTATION 1	08:45-08:55 –Recess	08:45-08:55 –Recess
09:35-09:45 – BB	08:55-09:55 – ROTATION 1	08:55-09:55 – ROTATION 1
09:45-10:35 - ROTATION 2	09:55-10:05 – BB	09:55-10:05 – BB
10:35-10:50 - Free Play – Recess	10:05-11:05 – ROTATION 2	10:05-11:05 – ROTATION 2
10:50-11:40 - ROTATION 3	11:05-12:05 – ROTATION 3	11:05-12:05 – ROTATION 3
11:40-12:10 – LUNCH	12:05-12:20 – LUNCH	12:05-12:20 – Recess
12:10-12:30 – Free Play – Recess	12:20-12:50 – Recess	12:20-12:50 – LUNCH
01:30-04:10 – Exploration Block	**01:00-04:10 – Exploration Block**	**01:00-04:10 – Literacy Block**
01:00-02:00 – ROTATION 4	01:00-02:00 – ROTATION 4	01:00-02:00 – ROTATION 4
02:00-02:10 – Brain Break (BB)	02:00-03:00 – ROTATION 5	02:00-02:10 – BB
02:00-03:00 – ROTATION 5	03:00-03:10 – BB	02:10-03:10 – ROTATION 5
03:10-04:00 – ROTATION 6	03:10-04:00 – ROTATION 6	03:10-04:00 – ROTATION 6
"CLOTURE" 04:00-05:00 - Extended Day		
EXIT TICKET "Joy & Junk"		
ED Specialty AREAS	**EXTENDED DAY Specialty AREAS**	
MUSIC: Hand Bell/Chorus	**MUSIC:** Orchestra/Chorus	
SPORTS: Tea Kwon Do	**SPORTS:** Soccer	
ORGANIZATION: Boys Scouts	**ORGANIZATION:** Kids Can Make a Difference	
CLUB: Diversity (traveling Our World)	**CLUB:** Socratic Circle	
WRITERS' SOCIETY: Photography, interviewers, writers, surveyors	**WRITERS' SOCIETY:** graphic illustrators, writers, interviewers, surveyors	

House of Sigma (Grades 5th and 6th)		House of Omega (Grades 7th and 8th)	
Fifth	**Sixth**	**Seventh**	**Eight**
*08:45-09:25 – AHOP (Almost Hour of Power)		08:45-09:25 – AHOP (Almost Hour of Power)	
08:45 -09:05 Class Meeting w/breakfast	08:45 -09:05 Class Meeting w/breakfast	08:45 -09:05 Class Meeting w breakfast	08:45 -09:05 Class Meeting w/breakfast
09:05-09:25 – BR (A)/NR(B)	09:05-09:25 – NR (A)/BR(B)	09:05-09:25 – BR (A)/NR (B)	09:05-09:25 – NR (A)/BR(B)
09:25-01:25 Literacy Block	**09:25-01:25 Exploration Block**	**09:25-01:25 Literacy Block**	**09:25-01:25 Exploration Block**
Take two (2) Brain Breaks as needed		**Take two (2) Brain Breaks as needed**	
09:25-10:25 – ROTATION 1	09:25-10:25 – ROTATION 1	09:25-10:25 – ROTATION 1	09:25-10:25 – ROTATION 1
10:25-11:25 – ROTATION 2	10:25-11:25 – ROTATION 2	10:25-11:25 – ROTATION 2	10:25-11:25 – ROTATION 2
11:25-12:25 – ROTATION 3	11:25-12:25 – ROTATION 3	11:25-12:25 – ROTATION 3	11:25-12:25 – ROTATION 3
12:25-12:55 – LUNCH	12:25-12:55 – LUNCH	12:25-12:55 – LUNCH	12:25-12:55 – LUNCH
12:55-01:25 – RECESS	12:55-01:25 - RECESS	12:55-01:25 – RECESS	12:55-01:25 – RECESS
01:30-05:10 Exploration Block	**01:30-05:10 Literacy Block**	**01:30-05:10 Exploration Block**	**01:30-05:10 Literacy Block**
Take two (2) Brain Breaks as needed		**Take two (2) Brain Breaks as needed**	
01:30-02:30 ROTATION 4	01:30-02:30 ROTATION 4	01:30-02:30 ROTATION 4	01:30-02:30 ROTATION 4
02:30-03:30 ROTATION 5	02:30-03:30 ROTATION 5	02:30-03:30 ROTATION 5	02:30-03:30 ROTATION 5
03:30-04:40 ROTATION 6	03:30-04:40 ROTATION 6	03:30-04:40 ROTATION 6	03:30-04:40 ROTATION 6
04:40-05:10 JGB (A)/WL (B)	04:40-05:10 WL (A)/JGB (B)	04:40-05:10 WL (A) JGB (B)	04:40-05:10 JGB (A)/WL (B)
05:00-06:00 Extended Day (start w/10 min Recess)			
EXIT TICKET "Joy & Junk"			
EXTENDED DAY Specialty AREAS BY SCHOOLS		**EXTENDED DAY Specialty AREAS BY SCHOOLS**	
MUSIC: Band/Chorus		**MUSIC:** Drum Line/Guitar//Chorus	
SPORTS: Tennis		**SPORTS:** Golfing	
ORGANIZATION: National Beta Team		**ORGANIZATION: Boys to Men**	
CLUB: Debate Team		**CLUB:** Young Leaders/Young Entrepreneur	
WRITERS' SOCIETY: Photography, interviewers, writers, surveyors, construct and holds to timeline. Two publications annually (2017-18).		**WRITERS' SOCIETY:** graphic illustrators, writers, interviewers, surveyors, construct and holds to timeline, publish. Three publications annually 2018-2026).	
*** Time is taken from HOUR OF POWER (20 MINUTES) AND (10 minutes) CLOTURE to provide WORLD LANGUAGE AND AN EXTENSIVE READING PROGRAM SUCH AS JR. GRADE BOOKS.**			

EXPLANATIONS
WL –World Language **A** – even days B – odd days BB – Brain Breaks **Literacy Block**/w Reading, Writing, Listening, Social Studies (integration across disciplines) **Exploration Block** /w Science and Mathematics (integration across disciplines) **SS** – Social Studies **ROTATIONS** (60 minute time slots in the Flex Model movements); **Board Room** (board games + metacognition = better critical thinking) engagement in intellectual board games such as checkers, chess, backgammon, clue, Mastermind, Connect Four, Mancala/Oware- for older students (or Kalah for children younger than age 11), Scrabble, Monopoly, and etc.; **"Joy & Junk"** Exit Ticket – each student completes a "Joy and Junk" form to share 1 thing they enjoyed that day and 1 thing they did not. **Free Play/Recess** – Freedom from structured work to just play, to develop social competence, best describes as free unstructured play. **Newsroom** – Session where students read or hear current news daily. **Class Meetings** – Creating positive environments through regular dialogue about daily issues; removing the instructional facilitator from being the police, judge, jury, and executioner. **JGB** – Reading activity programs such as Jr. Great Books to expand fluency and comprehension.

Appendix H: Educational Program

[redacted]

Models of Curriculum Integration

Franzie L. Loepp

The notion of curriculum integration is not new. Dewey and Kilpatrick advocated forms of integration early in the century (Vars, 1991). More recently, however, educational theorists have been advocating curriculum integration for a number of reasons. The challenge has been for those who attempt to put theory into practice. The purpose of this paper is to define curriculum integration, discuss selected research related to curriculum integration, present several curriculum models for integration, and discuss some of the implications curriculum integration will have on education.

Integrated Curriculum Defined

"The very notion of `integration' incorporates the idea of unity between forms of knowledge and the respective disciplines" (Pring, 1973, p. 135). In practice this can take many forms. Those who consider astronomy, biology, chemistry, geology, and physics as distinct disciplines consider a general science course a step in the direction of integration. They use the metaphor of a marble cake versus a layer cake to signify different levels of integration. The layer cake means each of the sciences maintains an identity in a general science course while the marble cake is more problem based with the various sciences contributing to the solution of the problem. They argue that the layer cake is more of an interdisciplinary approach to curriculum because the boundaries among the disciplines are maintained. Therefore, if one is discussing curriculum integration with a science educator, one must first determine the context because integration could refer to integration within the sciences rather than integration among a wide range of disciplines so that the learner experiences a number of interconnections among disciplines.

An interdisciplinary curriculum can be closely related to an integrated curriculum. Most educators represent the view that knowledge in interdisciplinary studies is a repackaging and, perhaps, enhancement of disciplinebased knowledge (Kain, 1993). In Jacobs' (1989) definition, interdisciplinary means conscientiously applying methodology and language from more than one discipline to a theme, topic, or problem.

Whether a curriculum is interdisciplinary or integrated is not the main issue. Rather, the focus should be on designing a curriculum that is relevant, standards based, and meaningful for students. At the same time, the curriculum should challenge students to solve real world problems.

Research Supporting Curriculum Integration

During this decade, cognitive scientists have been able to use advanced imaging technologies to study the operation of the brain.

Much of this research has yet to be directly translated into curriculum and pedagogy. This research is spawning a dynamic educational philosophy referred to as "constructivism" which refers to engaging students in constructing their own knowledge. "The single best way to grow a better brain is through challenging problem solving. This creates new dendritic connections that allow us to make even more connections" (Jenson, 1998, p. 35).

And one of the best ways to promote problem solving is through an enriched environment that makes connections among several disciplines (Wolf & Brandt, 1998).

Educational researchers have found that an integrated curriculum can result in greater intellectual curiosity, improved attitude towards schooling, enhanced problem-solving skills, and higher achievement in college

(Austin, Hirstein, & Walen, 1997; Kain, 1993). Barab and Landa (1997) indicated that when students focus on problems worth solving, motivation and learning increase.

Some schools have used an integrated curriculum as a way to make education relevant and thus a way to keep students interested in school (Kain, 1993). In a traditional program, relevancy can be a problem. One of the most common questions in a mathematics class is, "Why are we learning this math?" And the common response is, "Because you will need to know it in your math class next year." This response seldom satisfies the learner. Schools report higher attendance rates when students are engaged in an integrated curriculum (Meier & Dossey, unpublished manuscript). Having the opportunity to utilize knowledge and skills from several disciplines does offer increased opportunities for making the curriculum relevant. A word of caution is in order, however. Just because a curriculum is integrated does not automatically mean that it is relevant.

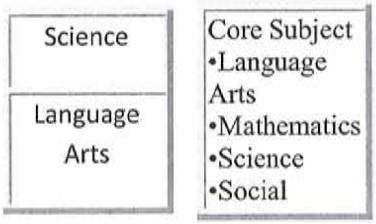
A number of organizations support integrated learning. Project 2061's benchmarks for science literacy calls for an interdisciplinary, integrated development of knowledge organized around themes that cut across various science disciplines, mathematics, social studies, and technology (American Association for the Advancement of Science, 1993). The National Science Education Standards (National Research Council, 1996) and the Mathematics Standards (National Council of Teachers of Mathematics, 1989) also promote integrated learning. The pending Technology Education Standards (International Technology Education Association, 1998) actually include a major section on making "technological connections." This section refers to ways that technology education relates to other disciplines.

Another premise supporting the move towards integrated curricula is that the current system of discipline-based education is not as effective as it must be. The assumption is that most real world problems are multidisciplinary in nature and that the current curriculum is unable to engage students in real world situations. Thus, a discipline-based curriculum should be replaced with an integrated curriculum (Kain, 1993).

Models of Curriculum Integration

Over the past decade, several models of curriculum integration have evolved. A review of the literature revealed that far more curriculum integration occurs at the lower levels of education (K–8) than at the high school and college levels. The emerging trend is for elementary schools to build interdisciplinary curricula around themes, whereas in high schools and colleges integrated curricula are more likely to be based around problems. An example of a theme at the elementary level could be "Our Community," which affords a relevant setting to specify distance, area, and quantities in the community; to read descriptions of the development and growth of the community; to interview and write about senior citizens who live in the community; to focus on the resources needed to sustain a community; to recognize the blend of ethnic influence on community life; to investigate community festivals and other cultural activities; and to engage in some of the technologies important to individual and community growth. On the other end of the spectrum, a university capstone course might involve students in solving a real world problem such as the design, development, and installation of automated tooling in a manufacturing plant. A solution of this problem would naturally lead the students into mathematical, scientific, and technological issues that would have to be addressed.

The following integrated curriculum models are presented in generic format.



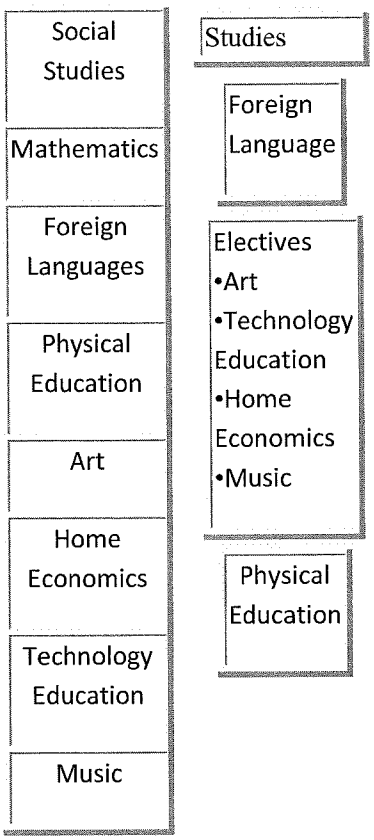


Figure 1. The interdisciplinary model.

In the interdisciplinary model, schools group traditional subjects into blocks of time, assign a given number of students to a team of teachers, and expect the teachers to deliver an interdisciplinary or integrated curriculum. For example, in Figure 1 the core team consists of four teachers who have approximately 110 students for a block of four periods a day. They are given one hour of common planning time and another hour to learn on their own. The administration empowers them to use their block of time (approximately 175 minutes) in any way they wish. The most typical daily schedule involves groups of approximately 30 students rotating through the four disciplines. Occasionally, the teachers may decide to introduce a new theme to the entire group at the same time. Or, they may take all of their students on a field trip. In practice, this model is being used with greater and greater frequency at the middle school level. This model offers several advantages: Teachers are given time to work together, they have a limited number of students, and this model can support a traditional curriculum while offering scheduling flexibility to the team. One disadvantage is that it is easy for teachers to simply continue doing what they have always done with little or no attention given to the interdisciplinary or integrated curriculum. The biggest disadvantage is that standards-based, integrated curricula across the disciplines are scarce, which means that teachers need to develop the curriculum on their own. Since the process of curriculum development is so time consuming, they are able to implement an integrated curriculum for only a small portion of the school year.

Another curriculum integration model can be referred to as the problem-based model. Ideally, this model places technology education at the core of the curriculum. Since we live in a highly technological society and technology is a human endeavor, this is a natural way to design the curriculum. With a technological problem at the center, disciplines lend their support in helping to solve the problem. An example problem might be to determine how the waste produced in a community could be turned into an asset. In this instance, the social

studies class can address the role of local government in collecting and disposing of waste; in science the emphasis could be on reducing materials to their basic elements and recombine them; and in mathematics one could study measurement, area, volume, and so forth. In technology education, the focus might be on the various technologies used to separate waste into categories as well as the transformation of waste into usable materials.

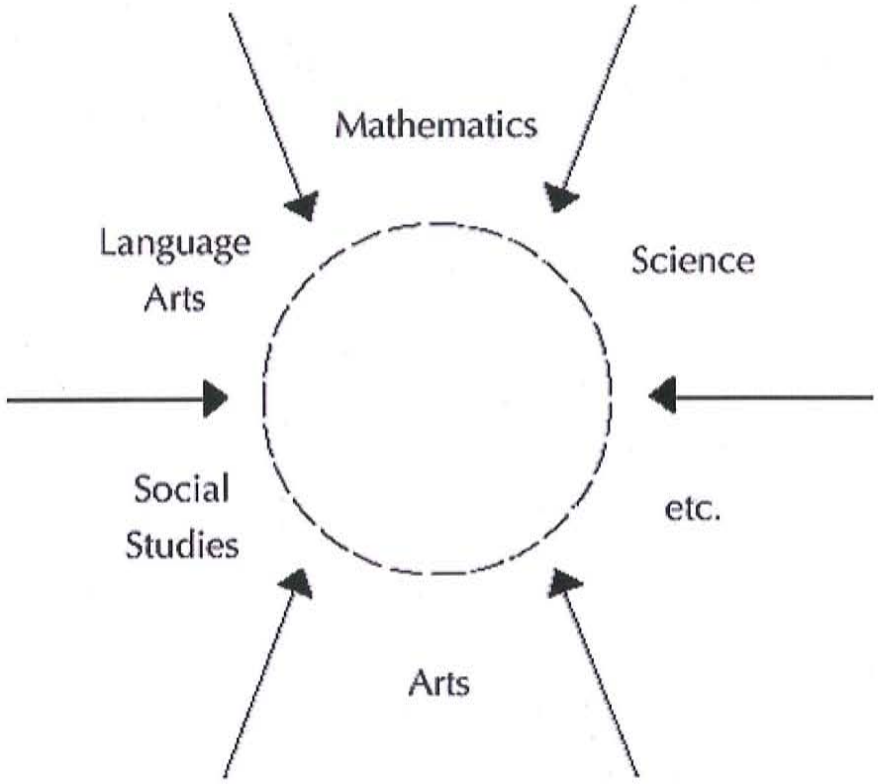


Figure 2. The problem-based model.

An advantage of this model of integration is that it offers high potential for the identification of relevant, highly motivating problems. On the other hand, a disadvantage of this model is the difficulty of assuring that state frameworks and/or national standards are fully addressed in a given grade level.

An example of the application of this model is the Technology, Science, and Mathematics (TSM) Project directed by LaPorte and Sanders (1996). The project resulted in 17 connection activities that encourage middle school students to learn the concepts of science and mathematics by motivating them with real world situations of interest to them. The activities use design-under-constraint and handson technology (in contrast to hands-on science) to motivate the learning of science and mathematics. The goals are to increase the ability of students to apply concepts of science and mathematics to real world situations; to strengthen communications among science, mathematics, and technology teachers; and to explore the role and effectiveness of technology-based activities.

The third model of integrated curriculum is referred to as theme-based education. Advantages of this model are that teachers can still identify with a given discipline, it is easier to connect the curriculum with national standards and state frameworks, and students are able to make connections among objectives from various

disciplines. There could be a tendency, however, for a given theme and/or key concept to have little relationship with a specific discipline, causing the tendency for teachers to engage students in shallow or irrelevant learning.

An example of the use of this model is the Integrated Mathematics, Science, and Technology (IMaST) Program. IMaST is a two-year integrated mathematics, science, and technology curriculum for the middle grades. The program is composed of 10 modules, which provide the full curriculum for each of these disciplines. The program is designed to be taught by a team of three teachers for approximately 120 minutes per day for the full year.

The IMaST program integrates mathematics, science, and technology into a coherent theme-based curriculum; promotes experientially based, hands-on learning set in a learning cycle; promotes teaming among teachers from three or more disciplines; provides an opportunity for students to apply the concepts and skills to new situations using problemsolving strategies; utilizes authentic assessment; makes frequent use of student group work; fulfills benchmarks, national standards, and state frameworks in mathematics, science, and technology; connects to other disciplines, such as social studies and language arts; and responds to the latest research in teaching/learning as well as to systemic reform initiatives. This project is funded by the National Science Foundation with headquarters at Illinois State University.

After reviewing the aforementioned generic models of curriculum integration, one can readily see that researchers and practitioners must have a strong belief system in favor of the integrated curriculum if, in fact, they are to succeed in a sustained manner.

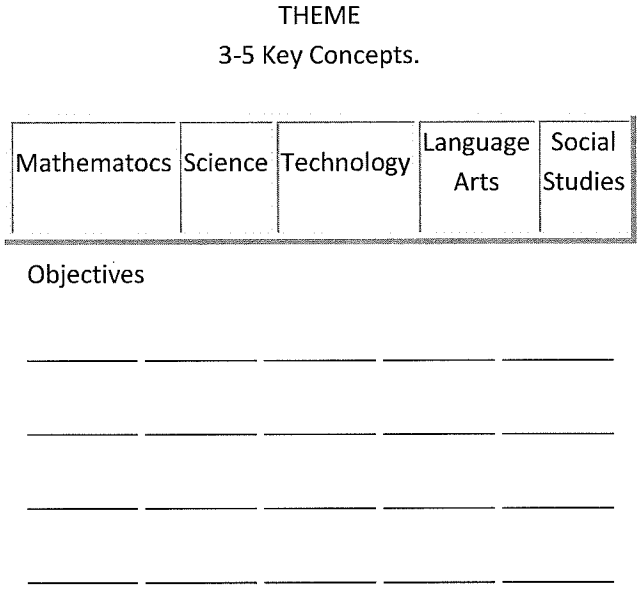


Figure 3. The theme-based model.

Implications of Implementing an Integrated Curriculum

No matter which model is selected, there are several common factors that tend to emerge. First, teachers must shift their belief system from one that is primarily didactic in nature to one that has a foundation in constructivism. Rather than asking students to follow the steps of procedure, memorize facts, or verify given

principles or laws, students work together to discover knowledge, applying their knowledge as they solve real world problems.

Second, an extensive amount of professional development is needed for teachers. This includes a significant intervention of two or three weeks of knowledge development in curriculum areas other than the one they are certified to teach. Also, this professional development must include extensive practice in the use of constructivist-oriented pedagogy.

Third, the teachers need to become members of learning communities. At one level this means working with one's peers to improve education. At another level teachers work with their students in solving problems that have multiple answers.

Fourth, teachers need to become skilled in facilitating small group learning. Research has shown that learning is a social process and that students learn a great deal by interacting with one another.

Fifth, teachers need to manage experiential-oriented instruction. This includes inventorying and storing materials; the safe operation of instrumentation, machines, and equipment; and leading students toward efficient progress.

Sixth, teachers need to learn to use authentic assessment strategies such as portfolios, performance exams, and rubrics to document student progress.

Seventh, administrators and school boards need to be oriented so the necessary resources and ongoing support can be provided to the teachers.

Eighth, public information strategies need to be implemented in order to inform the community and parents that a new paradigm of education is being used. The expectation is for education to be provided as it has always been, and unless the public is informed of changes to be made, there is likely to be resistance.

Finally, changing to an integrated curriculum requires systemic reform. This includes the way teachers are prepared, certified, and assessed. Attention must also be given to statewide assessment of students and the process whereby teacher credentials are renewed.

Conclusion

Given the implications listed above, the prospect for moving to the implementation of an integrated and/or interdisciplinary curriculum on a nationwide basis is bleak. On the other hand, research in the area of education as well as in cognitive science suggests that some form of an integrated curriculum is likely to promote more learning. This being true, the topic of integrated curriculum is destined to receive a lot of attention soon.

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Revisiting Curriculum Integration: A Fresh Look at an Old Idea

by Sam Savage

Key words: elementary-level social studies, integrated curricula, integrating social studies and core subjects, interdisciplinary teaching

Social studies as a content area struggles to attain a place of prominence in the elementary curriculum. Reading and math continue to reign supreme in elementary classrooms. Despite the fact that the historic national goal of education in the United States has been to educate youth for the purpose of democratic citizenship, social studies, whose primary purpose is education for citizenship, is often relegated to a place of minor importance in the elementary curriculum. Many teachers report that they simply do not have time to teach social studies. Their argument is indeed a credible one. Marzano (2003) calculates that there is an average of 200 standards and 3,093 benchmarks in fourteen different content areas that teachers are expected to teach in a school year. He further estimates that teachers need approximately 15,465 hours to address the content articulated in the standards adequately. The problem is, according to Marzano, thai, at the most, teachers have only 9,042 hours of actual instructional time in a typical school year. Obviously, it is not feasible to expect teachers to address all the mandated standards in the course of a school year.

In addition to the inadequacy of time teachers have to address the multitude of content standards, the emphasis, especially in the primary grades, is on the teaching of reading. The mandates of No Child Left Behind (NCLB) and its accompanying assessments (which do not include social studies) have further promoted reading and math at the expense of social studies. (Science and art educators argue the same point, but for the purposes of this article, I limit my remarks to social studies.) Teachers devote most of their teaching to those areas for which they are held most accountable-especially reading.

Although it is true that learning to read should maintain a place of prominence in the early grades, teachers should consider the reasons children need to learn to read in the first place. What is the ultimate goal for children learning to read? Tt is difficult to answer that question without broaching the subject of citizenship. To wit, it is important for students to become good readers because we want them to become productive members of society; we want the next generation to be able to sustain our country's place of international prominence; we want our students to appreciate the problems that past generations have overcome; we want them to be tolerant of other religions and cultures while being firmly grounded in their own. There is no argument to the premise that elementary teachers need to ensure that their students learn how to read. However, it is imperative that in the process of teaching reading, teachers do not sacrifice teaching their students the foundations of citizenship, which is the purpose of social studies education.

People still become teachers because they want to make a difference in the lives of children (Public Agenda 2000). That much has not changed. The realities of today's elementary classrooms, however, are such that teachers are pressured to devote most of their time and energy on areas that are tested and to avoid considering what is being lost by the narrowing of the curriculum- the appreciation of things worthwhile, the values to which those things are relative, the desire to apply learning, and the ability to extract meaning from future experiences (Dewey 1938/1997, 49).

As with reading, no one denies the importance of teaching children the foundations of democracy and the importance of citizenship education. A dichotomy of beliefs exists, however, concerning the actual implementation of social studies curricula. In a study conducted by the Council for Basic Education (2004), principals report a decrease in instructional time for social studies, civics, and geography in grades K-5 since 2000. This trend is especially pronounced in high-minority schools. On the other hand, principals of secondary schools report increased instructional time and professional development opportunities for social studies, civics, and geography in grades 6-12 regardless of the percentage of minority populations in the schools surveyed. (They note a sense of urgency at the secondary level since September 11, 2001, to teach students about the world.) The trend is for students, especially minority children, to have little exposure to social studies content in grades K-5, then to be expected to learn elementary social studies content through higher level concepts starting in sixth grade. Seventh-grade teachers are finding it necessary, for instance, to explain to students the difference between a globe and a map and the existence of the three branches of U.S. government- basics that should be taught by third or fourth grade-as well as to teach

the higher level concepts that middle school social studies standards mandate. Students in one of my undergraduate social studies methods courses reported that they had to teach third- and fourth-grade students in their internship classes that Phoenix is a city, that Arizona is a state, and that the governor's name is not Abraham Lincoln.

The problem for elementary teachers is how to continue to stress the areas of the curriculum for which they will be held most accountable (reading and math) without sacrificing social studies. One solution that continually is posed is to integrate social studies content with those areas that the teachers are already teaching-an integrated or interdisciplinary curriculum. In the rest of this article, I examine the viability of integrating the curriculum as it applies to elementary social studies.

Models of Integration

An integrated curriculum is by no means a modern or novel method of teaching. The progressive movement, founded by John Dewey and Francis Parker in the 189Os and early 190Os, established the idea of an integrated curriculum as a vital part of effective pedagogy. In the mid-twentieth century, Hilda Taba established the spiral curriculum in which social studies concepts are introduced and elaborated on throughout elementary and middle school (Farris 2004). Farris reports that later in the century, Bruner expanded on the spiral curriculum method and that in the 1970s and 1980s, Banks emphasized the need for multicultural education in social studies and throughout the elementary curriculum. Furthermore, in the latter part of the century, Beane (1995) reasserted Dewey's call for the curriculum to be more applicable to the lived experiences of students. By now, early in the twenty-first century, combining subjects to meet objectives across the curriculum is firmly entrenched as an instructional method.

There is considerable debate, however, about what an integrated curriculum looks like. Indeed, there is even disagreement concerning a clear definition of integrated curriculum (Czerniak, Weber, and Sandmann 1999). Parker (2005) sums up the varying definitions of an interdisciplinary or integrated curriculum by describing it as

a curriculum approach that purposefully draws together knowledge, perspectives, and methods of inquiry from more than one discipline to develop a more powerful understanding of a central idea, issue, person, or event. The purpose is not to eliminate the individual disciplines but to use them in combination. (452-53)

Various models of integration contain descriptions of the actual practice that Parker defines. The models could be aligned on a continuum on which one side of the continuum is made up of what Fogarty (1991) calls the Immersed and Networked Models, in which students direct the integration process. Wraga (1993) describes the Open or True Core, which is similar to Fogarty's models in that students and teachers select the subject matter in the context of problems that the class determines should be addressed. At that end of the continuum, the content and instruction is student determined.

Further along the continuum of integration, Wraga describes the Prestructured Core. In that model, the problems addressed are predetermined, based on the personal and social needs of students. Students' lives and experiences, not the subject matter, are the focal point of the curriculum.

In the middle of the continuum is the model Wraga (1993) calls Broad Fields, which is similar to Fogarty's (1991) Webbed Model. In that curricular conceptualization, the focus is on unity or synthesis across subject areas. Teachers might develop a unit based on a theme, such as inventions or conflicts.

The Fusion design of curriculum integration merges related subjects into a new subject. Two or more subject areas are merged in such a way that they form a new unified idea (Parker 2005). Parker asserts that the Fusion model attempts to create generalizations in children's minds, such as "the decisions of human beings influence the survival of other living things" (455). Subjects are brought together so that students can internalize a complex idea.

The final design on the curriculum integration continuum is the Correlation (Wraga 1993) or Sequenced (Fogarty 1991) Model. In that design, teachers arrange concepts so that similar learning activities relate to one \another. The subject divisions are retained, but relationships are developed among them. An example of that design is a sixth- or seventh-grade team of teachers who teach oceanography in science class and continents and oceans in social studies while reading Island of the Blue Dolphins in language arts.

Apart from the continuum model, Parker (2005) identifies two approaches to integration: fusion and infusion. Infusion design is similar to the Broad Fields and Correlation models in that two or more subject areas are brought together to form a meaningful curriculum. However, in that model, aspects of one subject area are inserted or infused into a second to help the learner gain deeper understanding of the second. Therefore, one subject area is the

helper of another. One or more objectives from various subject areas are achieved as a result of the infusion of one topic into another. This broad method of curriculum integration is the most frequently used method at the elementary level. Teachers at the elementary level generally teach all or most of the subject areas to the same group of children and have many opportunities to see relationships between and among all the topics and content areas that they teach.

Research Concerning the Effectiveness of Integration

Because integrated curricula have been part of our schools for a long time, there are ongoing debates among educators and numerous publications concerning the effectiveness of an integrated curriculum. On one side are advocates of integration, who point to studies that contend that integration leads to higher student achievement. On the other side are advocates of the traditional discipline-centered approach to curriculum, who are armed with their own studies pointing out that teaching the disciplines discretely is the most effective method. In the EightYear Study conducted by the Progressive Education Association in the 1930s, researchers found that graduates of various experimental schools that used integrated methods in elementary through secondary grades performed better than their college peers from traditional content-centered programs (Wraga 1993). Although those conducting the EightYear Study concluded that there is no particular program of study that is the best preparation for college, they pointed out that an integrated curriculum is a viable and often desirable means for preparing students for college. Vars (1991) points out that since the Eight- Year Study was published in 1942, there have been more than eighty normative or comparative studies on the effectiveness of integrative programs. He notes that, in virtually every instance, students who were involved in various integrative and interdisciplinary programs performed as well as or better on standardized achievement tests than their peers who were enrolled in more traditional, separate- subject programs of study.

Schug and Cross (1998) counter Vars's conclusion that empirical research supports integrated curricula. They point out that in the post-Sputnik era of the 1960s, along with studies conducted in the 1970s and 1980s, the weight of empirical evidence measuring student achievement was in support of direct instruction in separate disciplines over integrated methods.

From other studies, however, researchers concluded that students benefit from integrated or interdisciplinary methods. Student engagement rates are heightened during thematic instruction (Yorks and Folio 1993), integrating arts into the regular curriculum has a positive effect on student attitudes and selfconcept (Schubert and Melnick 1997), teachers of elementary and secondary students report that their students have more positive attitudes toward learning and experience significant advantages when teachers employed integrated methods (McBee 2000), and integration advances the rigor and relevance of classroom learning by making the curriculum more meaningful to students' lives (Hargreaves and Moore 2000).

In still other studies, researchers argue for or against integration. The effectiveness of integration, as well as of the separate-subject approach, relies on the expertise and knowledge of the teacher. I agree with Beane (1995) that the argument for curriculum integration and against the more traditional separatesubject curriculum is a false dichotomy. Knowledge of the various disciplines is fundamental to effective interdisciplinary teaching. Therefore, teaching content separately should not be abandoned in favor of integration, nor should integration be set aside in efforts to teach subjects discretely. A balance between the two strategies is necessary because both are effective means of increasing student achievement.

The bottom line on the research concerning the efficacy of an interdisciplinary approach to curriculum is that when skilled, knowledgeable teachers employ integrated methods, student achievement is equal to, or better than, that of students who are taught in the traditional separate-subject approach. Therefore, integrating the curriculum is a powerful and useful pedagogical tool when it is employed with much preparation and thought. It is clear from the research that student achievement hinges on the teacher's ability to integrate content across disciplines effectively in meaningful ways. For integration to be effective, teachers must have adequate knowledge about the content areas they are integrating, and they must have adequate training in integrative techniques. Furthermore, even though integration has proven to be effective in engaging students and increasing their achievement on standardized tests and other measures of achievement, there are some caveats that teachers and curriculum developers must consider.

Ideas for Effective Integration

Integration is not always the best strategy for furthering the goals of social studies education; some information is best taught separately. For example, introducing skills such as how to find latitude and longitude is best taught as a

separate entity rather than an embedded skill in other content areas. As Parker (2005, 453) states, "Knowing how and when to separate topics to clarify them and knowing, on the other hand, when to integrate them is a major achievement of skillful teaching."

Although it is true that there are times when teaching the subjects separately is more appropriate than integrating them, it is also true that when teachers are knowledgeable about content areas and integrate them effectively, students' achievement increases. Therefore, it is vital that teachers learn how and when to integrate and to use this valuable strategy whenever possible. I believe that effective integration is one way that social studies can be revived in the elementary curriculum. To achieve that, I offer the following guiding principles for integrating the curriculum:

* The activities should be educationally significant in all the merged content areas. The lessons should meet the curricular objectives in all integrated areas and further the overall goals of social studies education. In this age of standards, the benchmark is whether the activities address state standards in the disciplines.

* The lessons should not distort the integrity of the social studies content (Alleman and Brophy 1993). The students should emerge from the lessons with a clear and in-depth understanding of the social studies subject matter.

* The lessons and activities should be developmentally appropriate for the learners. Teachers need to be cognizant of what their students are capable of understanding and then challenge them with new material.

* The activities should include authentic applications of skills from other content areas (Alleman and Brophy 1993) and in areas of affect and cognition (Beane 1992). Students should be able to apply the learning in other disciplines and recognize the value and relevance of the lessons to their own lives.

Integrated Lesson Plans

In the appendix, I present two examples of lesson plans that meet the criteria for effective integration of content. The lesson plans are excerpted from lesson plans developed by the Arizona Geographic Alliance. The first lesson, I Am a Rock, I Am an Island: Describing Land/arms and Bodies of Water, is included in the Arizona GeoLiteracy Program. GeoLiteracy is a CD that includes more than eighty kindergarten through eighth-grade lesson plans that integrate social studies, particularly geography, with language arts. The lessons were written by teachers from Arizona and address Arizona standards in language arts and social studies. The second lesson, Can You Hear Me Now? How a Country's Wealth Influences Communication, is included in the Arizona GeoMath Program. That program, like GeoLiteracy, was written by Arizona teachers for kindergarten through eighth grade and meets Arizona standards for social studies, particularly geography and math.

I Am a Rock, I Am an Island: Describing Landforms and Bodies of Water is a lesson for first graders. The author, Julie Letofsky, is a nationally board-certified first-grade teacher in Tempe, Arizona. In the lesson, students identify basic landforms and bodies of water, use their bodies to demonstrate what the feature looks like, write riddles (using proper mechanics) about a landform or body of water, and are assessed on the geography and language arts content. The lesson plan itself has more detailed instructions and extensions and includes supplemental materials (worksheets, answer keys, and so forth), which are not included in this article but are available from the Arizona Geographic Alliance (http:// www.alliance.la.asu.edu/ azga, or e-mail gbekiss@ aol.com or cathy.davis @ asu.edu).

Can You Hear Me Now? How a Country's Wealth Influences Communication is a lesson for grades six through eight. Denise Dora, who is a middle school math teacher in Tempe, Arizona, wrote the lesson. In the lesson, students make and solve problems using scatter plots created by using data from a variety of countries. The data help students explore the relationships between different countries and learn how citizens get information by using popular culture items such as television, cell phones, and the Internet.

Conclusion

Elementary teachers report being overwhelmed by pressures to have their students achieve on standardized assessments and complain that there is not enough time in the day to teach reading and math, the areas for which they are held most accountable, and also teach social studies. Their points concerning the time constraints are valid. Moreover, there is another issue constraining the teaching of social studies at the elementary level: Many teachers do not feel comfortable teaching the subject. Many teachers lack confidence in their knowledge of social studies content and feel unprepared to teach it. When that lack is added to the pressures being applied by state and federal mandates, it is no wonder that teachers teach social studies only when they have adequately addressed reading and

math standards. Therein lie the problems with elementary social studies: There is no time to teach it and it is not seen as a priority.

In the aftermath of such tragedies as September 11 and natural disasters like the tsunami in Southeast Asia and during contentious election years, social studies becomes more prominent in the curriculum. Its importance and necessity in the lives of students become pronounced in times of social, environmental, global, or political upheaval. In addition, today's students have access to more information and are exposed to more media outlets than ever before. It falls to the teachers, not just parents or churches or the government, to help students make sense of the information to which they are so readily exposed.

The problem of how to reconcile elementary teachers' discomfort with social studies and the pressure they feel to teach only those areas that are tested with the practical application of social studies education remains, however. The answer may lie with the effective integration of social studies into content areas like reading and math and meeting the state-mandated standards in each area. By using the rich fund of knowledge about effective integration to guide their preparation, teachers can present elementary-level integrated social studies lessons that are engaging and powerful and meet state and federal mandates without taking classroom time away from other subject areas.

When teachers are knowledgeable about content areas and integrate them effectively, students' achievement increases. Effective integration is one way to revive elementary social studies.

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APPENDIX

Lesson 1: I am a Rock, I am an island: Describing Land/arms and Bodies of Water by Julie Letofsky (suitable for grade 1)

Overview. Young children need to develop their knowledge of Earth's physical features. With a full understanding of basic landforms and bodies of water, they are prepared for further geography study. This lesson integrates body movements with drawing and writing while it builds on \the children's growing linguistic abilities.

Materials: forty-five slips of paper-five slips for each term: mountain, hill, plateau, plain, river valley, island, lake, ocean, river; writing paper

Objective: The students are to identify common landforms and bodies of water from descriptions of distinguishing features and write a riddle about a landform or body of water.

Procedures: The lesson requires two class periods of thirty to forty-five minutes each.

1. Brainstorm with students about the different landforms and bodies of water with which they are familiar. (As children share their responses, sketch or show a picture of the feature. Accept all reasonable responses.)

2. Have students use their bodies to demonstrate what the features look like. The teacher should name a feature, and the students show what it looks like. Possible body movement examples are listed below:

MOUNTAIN-A child stands up high on his or her toes and reaches hands up to form a peak.

MOUNTAIN RANGE-Several children are connected in the same position as a mountain to form a mountain range.

HILL-A child rounds his or her back and stretches over to touch both hands to the ground.

PLATEAU-Two children face each other and clasp outstretched arms to form a flat-topped hill.

RIVER VALLEY-Two children sit facing each other, knees up and feet meeting, to form a v-shaped valley.

OCEAN-The children make wave-like motions with arms. The whole class links hands and makes wave-like motions.

ISLAND-One child stands in the middle, several other children surround the child with hands connected to form a body of water.

3. Play a riddle game to describe the geographic features. For instance, "I am a landform. I can be in a river or in an ocean. I am fully surrounded by water. What am I?" The riddle should have three descriptive sentences and one question. (The teacher writes the riddle on chart paper or the chalkboard and makes two or three errors in capitalization and punctuation for students to correct.)

4. Have the students write two riddles, one for a landform and onefor a body of water. Assist beginning writers by recording their riddles as they dictate.

5. Now use the students' riddles to play a riddle game. Have students individually read their riddles while the rest of the class shows the riddle answer with a body movement.

6. Have the students return to their seats and write the name of or sketch the feature as the teacher reads a riddle.

Assessment: Students need to identify seven of nine physical features from descriptions of distinguishing features of landforms and bodies of water.

Lesson 2: Can You Hear Me Now? How a Country's Wealth Influences Communication by Denise Dorn (appropriate for grades 6-8) Note: For the complete lesson plan, go to http://alliance.la.asu.edu/azga/ and click on Outreach and Events, GeoMath Project, Grade 6-8 sample.

Overview: More than ever, changes in technology help people gain better access to information. Using scatter plots, students investigate how the wealth of a country influences the ability of its people to obtain access to communication from electronic sources (TV, cell phones, Internet).

Materials: World map overhead, pencils, rulers, raw spaghetti, countries-of-the-world wall map or atlas, data table [not included here]

Objectives: The student will be able to

* Locate the following countries on a world map: Argentina, Australia, Bolivia, Botswana, Canada, China, Cte d'Ivoire, Fiji, Germany, Guatemala, Hong Kong, India, Indonesia, Italy, Kuwait, Mexico, Saudi Arabia, Singapore, South Africa, United States, and Uzbekistan.

* Construct scatter plots to show the relationship between the wealth in a country and its access to communication and information technologies.

* Identify and make predictions from trend lines for each scatter plot generated

Procedures:

1. Using an overhead projection of the world map, tell students they will be looking at data from twenty-one countries.

2. Have the students locate and label the twenty-one countries on a world map.

3. Using information obtained from the Internet (i.e., the CIA Factbook) or other sources, students should list information concerning economic wealth, physical characteristics, and cultural characteristics for each country.

4. Talk with students about the rise and spread of electronic information and how access to communication is a two-way street with economic activity. Explain that to compete in a global world, countries need modern communication.

5. Distribute the data table: Does wealth of a country affect its ability to get information? GNP means Gross National Product or the total value of goods and services produced in a country in a year. For each country, the GNP per person was calculated by dividing the GNP by the population. The Persons per TV, Persons per Cell Phone, and Persons per Internet Connection were all calculated by dividing the population by the total number of each of these items in the country.

6. Tell students they will be making scatter plots of this data. They will be comparing Gross National Product per Person and the Number of Persons per TV, Number of Persons per Cell Phone, and Number of Persons per Internet Connection. Tell students to round the GNP per Person data to the nearest $500.

7. As students graph the data, have them label each point with the name of the country (abbreviations or numbers are fine).

8. Students will draw a best fit or trend line for each graph. Students can use a piece of raw spaghetti or a clear ruler to estimate the position of the trend line. Remember, trend lines are estimations, so lines may vary. Accept a wide range of possible lines. The important thing is that students see a negative trend (that less money means that more people have trouble getting access to a TV, a cell phone, or an Internet connection).

Assessment: Math Assessment-Student scatter plots can be graded for graphing all twenty-one points in the approximately correct position. The important thing is that students create a negative trending scatter of points. In grading, remember that trend lines are estimations, so lines will probably vary. Accept a wide range of possible lines (and some students may even draw a curve).

Geography Assessment-Students can be tested on correctly identifying the location of the twenty-one countries used in the lesson.

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Creating Integrated Curriculum: Proven Ways To Increase Student Learning.

Drake, Susan M.

This book offers detailed descriptions of different approaches to curriculum integration and applies them to elementary, middle, and high school settings. Eight chapters in the book include: (1) "What Is Integrated Curriculum and Why Is It Important?" which sets the current context, and, by applying the story model, concludes that education is moving forward with a new vision. This chapter also offers a rationale for why integrated approaches currently offer an ideal teaching approach; (2) "Does Integrated Curriculum Work?" which reviews the available research on the integrated approach to curriculum, and challenges the use of standardized tests to measure the success of these programs; (3) "Creating Multidisciplinary Programs," which emphasizes multidisciplinary approaches that interconnect different subject areas; (4) "Using Interdisciplinary Approaches," which details the differing approaches of Robin Fogarty, Roger Taylor, Heidi Hayes Jacobs, and Lyn Erickson that integrate common themes and emphasize different aspects of curriculum; (5) "Exploring Transdisciplinary Approaches," which presents several transdisciplinary models: problem-based learning, the narrative curriculum developed by Carol Lauritzen and Michael Jaegar, the Story model (Drake et al. 1992), negotiating the curriculum (Boomer, 1992), James Beane's collaborative planning model, and Marion Brady's conceptual framework of reality; (6) "Connecting Standards to Curriculum," which explores how to connect standards to integrated curriculum and analyzes typical standards; (7) "Aligning, Teaching, Learning, and Assessment," which presents the principles of learning embedded in the curriculum innovations described in the previous chapter; and (8) "Overcoming the Obstacles and Finding Success," which identifies potential roadblocks to implementing integrated curriculums and offers solutions. (Contains 183 references and descriptive lists of books, videos, newsletters, and programs.) (RIB)

Descriptors: Curriculum Design, Curriculum Development, Curriculum Enrichment, Educational Theories, Elementary Secondary Education, Integrated Curriculum, Interdisciplinary Approach, Problem Based Learning

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Spotlight on: The flex model of blended learning

Written By Jason Bedford in Blended Learning on May 17th, 2013

In the past few years, blended learning has taken root in many classrooms. Forward leaning educators have "flipped" classrooms and leveraged technology as learning stations in their schoolrooms. Building leadership is creatively answering the call to student demand for technology access and school district administration is seeking scalable learning models and strategies. As the blended learning models in education gain traction across the country, many school districts are no longer debating not whether or not they should implement blended learning, but how they will do it and will it positively impact student progression.

As the blended learning model of education gains traction across the country, many school districts are no longer debating whether or not they should implement blended learning, but rather which model they should choose. For many secondary schools or programs helping dropouts earn their diplomas, the flex model is able to empower those individuals to achieve in a way they never have before. For others the flex model is a way to more deeply personalize instructional time empowering teachers to focus more on the application of knowledge while adaptive instructional technology helps students with the acquisition of knowledge.

How does it work?
With the flex model, students attend a physical school building and have a schedule that will vary based on the student's specific learning needs. This level of differentiated planning lends itself to instructional technology playing a key role with the acquisition of knowledge for these learners. Because all students are in a central location as new academic concepts are being delivered digitally, teachers are able to provide support through small group discussions or one-on-one tutoring. Most schools using the flex model rely on adaptive learning software to ensure that students fully understand each concept before moving forward in the curriculum.

What are the benefits?
The flex model of blended learning offers students more freedom throughout the school day, and in practice has proved to be particularly effective in engaging students who have struggled with school in the past. It's not a traditional classroom structure – students learn at their own pace online and have teachers available in person to deliver small group instruction, facilitate collaborative projects, or deliver small group or 1:1 intervention or academic supplements. The flex model allows for more independent learning, empowering students to take charge of their education. This model can be very appealing for students who have dropped out of school and helping them earn the credits they need to receive a diploma.

Are schools seeing results?
A number of school systems have taken on the flex model of blended learning, including Carpe Diem Learning Systems, Flex Public Schools and iPrep Academy. Previously only operating in Arizona, Carpe Diem will soon expand into Ohio and Indiana. Carpe Diem's high school

graduation rate in 2012 was near 91 percent, compared to Arizona's 78 percent. Carpe Diem students also scored first in the country in math in 2010, and have been raising reading scores across grade levels since 2007.

Do students need their own technology?

The flex model of blended learning requires one-to-one technology access. BYOD or BYOT strategies are emerging, but not well developed within the established learning model. More often, schools who take on the flex model of learning to cater to students' academic needs and provide enough digital devices within the physical environment to accommodate each student. More sophisticated content portals, learning management systems, and ecosystems have the potential to change this paradigm. Technology with simplified access to the right content for that learner, available for them to work independently is paramount for success within the flex model.

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Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement. Research Report

Farbman, David; Kaplan, Claire
Massachusetts 2020

Extending the school day and year is not easy. The conventional calendar remains one of the most intractable features of the American educational system. Altering the traditional school schedule has significant ramifications for parents, students, teachers, and school administrators. This reform impacts student and family schedules, transportation arrangements, teacher compensation, pedagogy and curriculum, and other issues. This research project was fundamentally designed to understand how these challenges can be overcome by studying schools that have actually overcome them. How are schools able to implement a change of such magnitude in effective and sustainable ways? To provide insight on this question, Massachusetts 2020, with support from The L.G. Balfour Foundation, a Bank of America Company, engaged in a year-long study of extended-time schools to consider the range of issues that these schools have had to deal with in breaking with the conventional school calendar. The eight extended-time schools that Massachusetts 2020 examined for this project demonstrate that extending the time students spend in school is possible in a variety of settings, including district public schools, pilot schools, and charter schools, and through a range of funding and staffing innovations. Examination of these schools further reveals that there is no one correct model of an extended-time school. In fact, each school has a unique character that grows from its strong educational vision. But these schools do all share one core belief: that more learning time is the sine qua non upon which a successful school is built. Employing creativity and attention to detail, these educators then develop a school that deliberately departs from the standard calendar of 180 six-and-a-half-hour days. They expand upon this time for the express purpose of enhancing teaching and learning. The positive effects of having more time are evident throughout each school. Through longer class periods, individual assistance, and tutoring sessions, students spend more time on task than do students in schools operating on a conventional schedule. Studying these schools also reveals that despite the benefits of having more time than the conventional schedule allows, there are hefty challenges to extending the school day. Clearly, one of the most significant is funding to pay for additional staff time. (Contains 12 figures, 6 tables and 30 notes.) [Funding for this paper was provided by the L.G.

Balfour Foundation. For "Time for a Change: The Promise of Extended Time Schools for Promoting Student Achievement. Executive Summary," see ED534911.]

Descriptors: Extended School Day, Extended School Year, Educational Change, Academic Achievement, Time Factors (Learning), Educational Finance, Public Schools, Charter Schools, Urban Schools, Mathematics Instruction, English Instruction, Enrichment Activities, Extracurricular Activities, School Community Relationship, Time on Task, Experiential Learning, Teacher Student Relationship, Working Hours, Teachers, School Personnel, Compensation (Remuneration), Fund Raising, Budgeting, Costs, Partnerships in Education, Student Attitudes, Parent Attitudes, Teacher Attitudes, Institutional Characteristics, Instructional Leadership, Faculty Development, Teacher Effectiveness, School Culture, Educational Improvement, Family School Relationship

Massachusetts 2020. 24 School Street 3rd Floor, Boston, MA 02108. Tel: 617-723-6747; Fax: 617-723-6746; Web site: http://www.mass2020.org

How Sitting on a Ball Helps Kids Focus and Do Better In School

Bouncing their way to better grades!

:: by Karen Lynch

When balance balls were originally developed in the 1960s for physical therapy purposes, who knew that one day they'd be recommended for children who have trouble focusing in school?

But today, that's just what's happening. Balance balls might be just what the doctor ordered to help children with sensory processing disorders, Attention Deficit Hyperactivity Disorder, or just a strong need to fidget reach their full potential in the classroom.

Around the same time that fitness fans began using balance balls (also called exercise balls, stability balls or therapy balls) in their exercise regimes as a way to strengthen abdominal and back muscles, ball chairs were developed as a way to strengthen core muscles and improve posture while sitting. During the 1980s, some occupational therapists began recommending them to educators for classroom use, deeming them particularly helpful for children with special learning needs.

Then in 2003, a study was published in the *American Journal of Occupational Therapy* concluding that in students with ADHD, sitting on therapy balls improved behavior and legible word productivity. In other words, students using ball chairs were able to sit still, focus and write more words clearly.

Mayo Clinic in Rochester seconded those findings in 2007 with a study on the benefits of a chairless classroom. In the Mayo study, which focused on improving learning and reducing obesity by making children more active, researchers found that the ability to move around more while sitting made the students more attentive. Mayo Clinic communications consultant Bob Nellis told the *Minneapolis-St. Paul Star Tribune* that he believes this is because kids are able to burn off excess energy by bouncing on a ball.

"Sitting still" isn't always a good thing

"Generally speaking, people don't sit still," says Diana Henry, an occupational therapist who travels the country in an RV to offer school-based and individual occupational therapy services. "They are always wiggling around. The littlest kids are even more wiggly because their sensory systems are still developing."

That's why children need recess at school. "Running and jumping and spinning and twirling and swinging," says Henry. "Those activities are very important for the development of children's central nervous systems, their brain and their body."

Some kids need more movement than others. And for some kids with a sensory processing disorder or ADHD, being in motion allows their brains to be engaged. "There is a neurological pathway that goes from your body's balance and movement system to your alert system in your brain. Movement actually allows for alertness and attention," says Henry.

That's where ball chairs come in. In response to the ball's instability and in order to remain balanced while sitting on one, the body instinctively — and continually — engages core muscle groups. Constant movement is required in order to stay seated on the ball. And that movement, however slight, helps them focus.

Parents and teachers put ball chair benefits to the test

"Ball chairs are very good for children who need to move a lot," says Kay Barrows, a retired elementary school teacher from Monument, Colo. Barrows had such success in her classroom using a ball chair for one special needs child that she pushed for and was awarded a district grant to get ball chairs for her entire class. "The chairs were helpful for special needs students in particular, but I also saw a big difference in kids who were just always rocking in their chairs and needed to move."

When a child sits on a ball chair, they are able to direct their natural kinesthetic energy and need for movement in a positive way, because the child on a ball chair has to constantly move his body on the chair to maintain his balance.

So rather than squash a child's innate need for movement, ball chairs channel their physical energy in a positive way, allowing them to focus on their work more completely and reach their full potential as learners.

Darcy Lewis, a mother of two sons with ADHD in Riverside, Ill., has started using a ball chair at home. "They feel less fidgety and more relaxed when they sit on a ball and, by their own assessment, are more able to concentrate, whether on homework or dinner conversation with the rest of the family," says Lewis.

Parents like Lewis are utilizing the concept of classroom ball chairs and allowing their child to use one in a home setting. To this end, a ball chair can be a great tool for your child, however, it is extremely important that a small child doesn't sit on an adult size ball. "It's important that the ball fits the child." says Henry. Strive for a 90-degree angle in the knee bend when the child is sitting comfortably on the ball. A regular sized chair or ball may be fine for an older or taller child. Or try these resources for child-sized ball chairs:

Achievement Products
Southpaw Enterprises

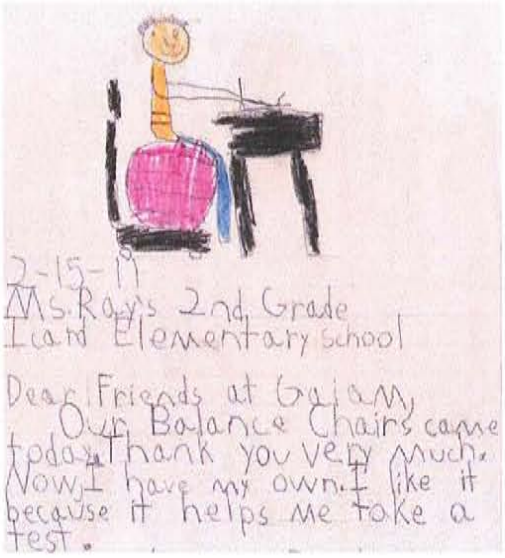
What if your child is just plain ol' fidgety?

You can act on this research whether or not your child has SPD or ADHD. As Henry and Barrows both note above, every kid has a need for movement. With or without a real ball chair, here are some things you can do to give your children more wiggle room while doing homework or other seated activities at home:

- If a child-size ball chair isn't in the budget, have your child sit on an appropriate-sized Balance Ball stability ball (just the ball on the floor) while reading, doing homework, even watching educational programming on TV.
- Place a resistance band on the legs of a chair so your child can bounce her feet up and down while she works.
- Tape sandpaper to the underside of a table or desk so your child can rub his fingers against it while sitting for any task.
- Provide a bin filled with objects your children can fidget with during time they are expected to sit still. (Try Koosh balls, squeeze balls, stretchy animals and other tactile toys.)

UPDATE: Gaiam gives kids the gift of bounce

After reading this article (originally published in September 2010) and reviewing more research recommending balance balls as a strategy to help students focus in school, second grade teacher Lana Ray in Connelly Springs, N.C., convinced her school's principal to let her purchase six ball chairs for her classroom.



Many of Ray's students have ADD or ADHD; shortly after the chairs arrived, she started noticing marked behavioral improvement from students on the days they got to sit on the ball chairs (Ray rotated the chairs around the classroom so that each of her 16 students got to sit on a ball chair every third day). One student even stuttered less when he sat on the ball. Ray's local paper covered the story, raising awareness among other educators and parents.

When Ray wrote to Gaiam to share her success story and ask if the company would consider selling her additional chairs at a discounted rate so that each student could use one every day, Gaiam responded by donating 11 additional chairs to her classroom — one for each of the remaining students, and one for Ray.



The heartfelt thanks we received, as well as the knowlege that the chairs will continue to help students for years to come, made the donation more than worth it. Each student sent back a thank you note and drawing, depicting how the ball chairs are helping them in school,

two of which are pictured here (click on the images to view them larger). Ray wrote that "in August, these students came into my classroom 1-2 years below grade level. If they continue to grow in the next semester as much as they have in the first, they will be on or close to grade level at the end of the year."

ISOKINETIC BALLS

PPA BOUNCE – Is an initiative for innovative furniture "Isokinetic Balls" that promotes focus. Sometimes, boys just cannot sit still, they wiggle, get fidgety and antsy. For boys, being in motion allows their brains to be engaged. The neurological pathway goes from the body's balance and movement system to alert systems in your brain. Movement actually allows for alertness and attention. That's where isokinetic balls (balance balls for chairs) come in. In response to the ball's instability and in order to remain balanced while sitting on one, the body instinctively and continually engages core muscle groups. Constant movement is required in order to stay seated on the ball. And that movement, however slight, helps boys focus.

Exercise helps ensure academic and emotional success for boys while laying the foundation for lifelong health (Petrie 2012) exercise boost school performance in both mathematics and reading. Prestige Preparatory Academy's boys will participate in 3 SC standards based physical education classes, weekly; two (2) recess periods (free-play 15 minutes daily), ; 3-4 short breaks for 2-7 minutes each. Each class will include equipment such as, exercise bikes, treadmills, and exercise balls (as chairs) and in the classroom. Prestige Preparatory Academy will hire a full time PE Instructional Facilitator will be hired to render standards-based an exercise program, wellness, and character building for each boy. Chinese and Japanese students, who are among the best achievers in the world, attend schools that provide short breaks every 50 minutes (Stevenson and Lee 1990). Physical education classes are not effective substitutes for free playtime (Bjorkland and Pellegrini 2000). PE classes offer important cognitive benefits, but to reap all the benefits of play, a play break must be truly playful 10-30 minutes.

Schools-Within-A-School (SWAS), Dewees (2007) portrays the school-within-a-school model as an approach to reform and restructure school improvement. Research on SWAS suggests that this model contributes to the achievement and sense of well-being for low performing students (Howley & Bickel).

Closing the Education and Employment Gap (5th-8th)
Samples Items for Proposed Thematic-Units

5th Grade
offers the

SCHOOL OF COMMUNICATION

World Language: American Sign Language;
Mathematics: Journal Mathematics and
Word Problems Communications;
Social Studies: Video Design; Literacy expression:
Book review; Guest: journalist,
new-caster; reporter, and, etc.

Planning duration: 12 mos.

6th
Grade
presents

SCHOOL OF BUSINESS

Mathematics: interest rates, inventory, spreadsheet, running a business/making a profit; Science: research and development, the art of hypothesizing; ELA: developing a business plan; the art of persuasion; band-wagon approach, marketing; World Language: Chinese; Guest: Vendors; Financial Agencies, Entrepreneurs, etc.

Planning Duration:
24 months

7th Grade will intrigue our
young men at

PRESTIGE SCHOOL OF LAW

will intrigue our young men with: Science- CSI, criminal forensic, fibers, and splatter patterns; Mathematics: billing clients, timesheets, settlements, SS-jurisprudence; ELA: rhetoric, persuasion, debate, deposition; World Language-Spanish; guest, lawyers, judges, police, etc.

Planning Duration: 36 months

8th graders take on the challenge of the

PRESTIGE SCHOOL OF WELLNESS

year-long science wellness fair projects;
national history day;
school-wide wellness/health projects,
World Language-Latin, etc.

Planning Duration: 48 months

This is a glimpse of PPA envisioning a paradigm change by applying Interdisciplinary Learning, implementing of South Carolina State Standards into Thematic "Leadership" Units.

Appendix I: Educational Program

Proposed List of Teaching Positions

School Year 2016-2017	School Year 2017-2018	School Years 2018-2026
1 – Special Needs IF	2 Special Needs IF	2 Special Needs IF
5 – IFs for K-4	6 – IFs for K-5	7 – IFs for K-5
.5 – Music, Art, Guidance, IT	.5 – Music, Art, Guidance, IT	.5 – Music, Art, Guidance, IT
1 – Physical Education IF	1 – Physical Education IF	1 – Physical Education IF

Appendix K: Governance

By-Laws

Appendix K

ARTICLE I – NAME AND OFFICES

Section 1.1. Name of Corporation. The name of the Corporation shall be as specified in its Articles of Incorporation, to wit: **Prestige Preparatory Academy**. (hereinafter referred to as the "Corporation").

Section 1.2. Address of Corporation. The location and address of the registered office of the Corporation shall be determined.

ARTICLE II – NATURE OF CORPORATION

Section 2.1. Non-Profit. The Corporation does not contemplate pecuniary gain or profit, incidental or otherwise, to its members.

Section 2.2. Purposes. The purposes for which the Corporation is to be formed is to organize a charter school pursuant to South Carolina Code Ann. § 59-40-5 et seq., South Carolina Code Ann. § 59-40-10 et seq., the South Carolina Charter Schools Act of 1996, and as set forth in the Articles of Incorporation, to wit: in accordance with section 501(c)(3) of the Internal Revenue Code, as an educational organization, specifically a public charter school in Charleston, SC, with the mission: Prestige Preparatory Academy is committed to challenging the minds, bodies, and dreams of boys through a rich and rigorous curriculum that engages student-directed achievement, wellness and character development to foster critical thinkers, lifelong learners and productive citizens in a global society.

Section 2.3. Limitations and Restrictions. Income and Distributions: No part of the assets, income, or net earnings of the Corporation shall be distributable to or shall inure to the benefit of its Members, Trustees, Directors, Officers, or any Shareholder or Private Individual, but reasonable expenses may be reimbursed and reasonable compensation may be paid for services rendered to enable the Corporation to provide the functions for which it has been organized.

Dissolution: Pursuant to the South Carolina Charter School Act and federal law, upon the dissolution of the Corporation, its assets may not inure to the benefit of any private person. Any assets attained through restricted agreements with a donor through awards, grants or gifts must be returned to the entity, if such entity is a legal non-profit entity. All other assets of the Corporation shall become the property of the school district which is the Sponsor of the charter school.

Scope of Activity: Notwithstanding any other provision herein, the Corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue Law, or (b) by an organization, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Prohibited Transactions: No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Section 2.4. Non-Discrimination. The Corporation shall be non-sectarian, non-religious and non-discriminatory. Furthermore, the Corporation shall hire staff and accept students without discrimination as to race, color, religion, national origin, sex, marital status, sexual orientation, educational affiliation, handicap status, or age, and shall comply with all applicable laws and regulations relating thereto including those specifications regarding admission as to racial composition pursuant to South Carolina Code Ann. § 59-40-50 (B)(6).

Section 2.5. Enrollment. Subject to total enrollment limitations, enrollment in the School shall be open to any child in accordance with the South Carolina Charter Schools Act, related amendments, and interpreted case law.

ARTICLE III – MEMBERS

Section 3.1. No Members. The Corporation shall have no members. Any action which would otherwise, by law, require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise, by law, vest in the members shall vest in the Board of Directors. Nothing in this Article III shall be construed to limit the Corporation's right to refer to persons associated with it as "members," even though such persons are not members. The Board of Directors may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the Corporation.

Section 3.2. Annual Meetings. The annual meeting of the Board shall be held by the 3rd week of March each year. The Board shall also meet regularly with a quorum present at least nine (9) times each year. An annual schedule of regular meetings shall be adopted, published and posted at the school office and provided to local media and the charter school sponsor in August of each year. All meetings are open to the public.

Section 3.3. Place and Time of Annual Meetings. All meetings of the Board (hereinafter "Board"), including the annual meeting, shall be held at such places within or without the State of South Carolina and at such times that shall be specified in the respective notices of such meetings or waivers thereof.

ARTICLE IV – BOARD OF DIRECTORS, CHARTER GOVERNING BOARD

Section 4.1. Management. The Charter Governing Board means the governing body of the Charter School and also shall be the Board of Directors of the Corporation. The business and affairs of the Corporation shall be managed by the Board of Directors (hereinafter sometimes referred to as the "Board"). The members shall act only through the duly constituted Board.

Section 4.2. Responsibilities. The Board's responsibilities include, but are not limited to, the following:

a) Sign the Charter School Contract and revisions thereto;
b) Establish and maintain policies for the governance in accordance with national, state, and local laws governing public charter schools in South Carolina;
c) Make every effort to maintain a positive working relationship with the Sponsoring School District;
d) Comply with all Federal and South Carolina laws;
e) Develop and maintain strategic plans for the School;
f) Review monthly financial reports and adopt an annual budget and any necessary revisions thereto;
g) Assist in fundraising activities for the School;
h) Approve and execute all necessary contracts on behalf the School;
i) Hire, retain and, if necessary, remove the school administrator;
j) Approve employment agreements for teachers and non-teaching employees;
k) Evaluate the school administrator of the at least annually;
l) Ensure that all employee applicants have met certification requirements and applicable background investigations before employment;
m) Review and adjust pay scales, performance criteria and discharging policies as required;
n) Develop policies regarding operations of the school and budgeting.
o) Review and evaluate the academic and administrative achievements and progress towards annual goals;
p) Hear appeals for teacher dismissals and student expulsions;
q) Build and maintain a parent, educator, and community partnership;
r) Conduct periodic reviews of school guidelines regarding health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district, as needed, and adhere;
s) Oversee and maintain the financial health of the School;
t) Perform any and all necessary legal acts to effectuate the purpose of the Corporation;
u) Maintain accurate up-to-date records of the business conducted at all Board meetings;
v) Notify the public of scheduled meetings in accordance with state laws.
w) Attend state mandated charter school board training.
x) Attend board meetings

The faculty of the School, under the direction of the Administrator, shall be responsible for implementing the development of the School's curriculum and teaching methods, consistent with the mission of the School.

Section 4.3. Composition and Election. Board members shall qualify under the South Carolina Charter School Act and demonstrate commitment to the school's mission. The Board shall consist of seven (7) voting members. At least 50% of the Members of the Board shall be elected by the parents or guardians of students enrolled in the School and the employees of the School pursuant to the South Carolina Charter School Act. Parents or guardians of a student shall have

one vote total for each student enrolled in the charter school; parents and guardians within each family will determine who will cast that vote. Each employee shall have one vote. The elected Members of the Board shall be elected by a plurality of the votes cast. Eligible voters will vote on a slate presented by Board Development Committee and approved by the Board. The elected Board will be elected at-large. Up to 49% of the board may be appointed by the board upon review of the Board Development Committee for skills that will advance the mission of the school. At least fifty percent of the members of the board, as specified in the bylaws, shall be individuals who have a background in K-12 education or in business. All board members must be residents of South Carolina. The board shall approve election timelines each year at least three months before terms expire. Elections shall be held by the end of February each year.

Section 4.3a Term of Office. The term of office of each director shall be two (2) years except in the first year of elections where no more than 50% of the board will have terms for one year as determined by the board development committee.

Section 4.3.b Ex-Officio Committee Members. There will be no ex-officio members.

Section 4.4. Annual and Regular Meetings. The Annual Meeting of the Board shall be held by the third week of March of each year. The Board shall also meet regularly with a quorum present at least nine (9) times each year. An annual schedule of regular meetings shall be adopted, published, and posted at the school office and provided to local media in September of each year. Meetings of the Board shall be general meetings and open for the transaction of any business within the powers of the Board without special notice of such business except in any case where special notice is required by law or by the Bylaws. All meetings are open to the public.

Section 4.5. Special and Emergency Meetings. Special meetings of the Board shall be called at any time by the Secretary upon the written request delivered to the Secretary by electronic mail (e-mail) of either the Chairperson or three (3) Members of the Board upon twenty-four (24) hours' notice posted and delivered to all members and local news media. Meetings shall be held at the place stated in the notice and shall be open to the public. Emergency meetings may be called at the discretion of the Chairperson. An emergency meeting may be held without notice, so long as there is a quorum.

Section 4.6. Place and Time of Meetings. All meetings of the Board shall be held at such place or places within the State of South Carolina and at such times as shall be specified in the specific notices of such meetings.

Section 4.7. Notice of Meetings. Notices of meetings of the Board shall be posted in the School and provided to the public and the charter school sponsor in accordance with the requirements of the Freedom of Information Act.

Section 4.8. Open Meetings and Administrative Records. All official actions and all deliberations undertaken by a quorum of the Board shall take place at a meeting open to the public, as provided in the Freedom of Information Act, except in cases where executive sessions are authorized pursuant to the Freedom of Information Act.

Section 4.9. Quorum and Voting. In all meetings of the Board, the presence of a majority of the Members of the Board shall be necessary and sufficient to constitute a quorum. Unless otherwise provided by law or by the Bylaws, the act of a majority of the Members of the Board present shall be the act of the Board. In the absence of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or to take a recess. Meetings of the Board may be conducted informally, but all decisions of the Board will be taken by vote. At the request of any member, any meeting or action within a meeting will be conducted in accordance with the procedures outlined in the then current edition of *Robert's Rules of Order* except when they conflict with these Bylaws.

Section 4.10. Resignation and Removal of Members of the Board. Any member of the Board may resign at any time during the elected year(s) of service. Any member of the Board may be removed at any time with cause at any meeting of the Board by a majority vote of the Board of Directors called for that purpose. Cause will be considered failure to organize or neglect of duty, abandoning his or her duties and responsibilities, conduct prejudicial to the interests of the corporation, or failure to act in the best interest of the corporation's students and faculty, according to the South Carolina Charter School Act. Members of the Board are expected to attend at least seventy-five percent (75%) of all Board meetings and seventy-five percent (75%) of meetings of the committee or committees on which he or she has agreed to serve. Failure to attend meetings as outlined herein may be cause for removal of a member of the Board. A member of the Board shall be removed for conviction of a felony crime or a crime of moral turpitude. A member of the board who has been removed shall be prohibited from running for future Board positions.

Section 4.11. Vacancies. In the event any vacancy occurs on the Board, the Chair shall call an election for a new Member of the Board to be held within forty-five (45) days unless a regular election is within sixty (60) days in which case the vacancy can be included in the regular election. The election shall be held pursuant to the SCCS Act, and as provided for in these Bylaws. The replacement Member of the Board shall serve for the remainder of the unexpired term of the Member of the Board whose departure created the vacancy.

Section 4.12. Compensation and Expenses. Members of the Board shall serve without compensation but may be reimbursed for expenses incurred when acting at the request of and on behalf of the Board.

Section 4.13. Qualifications of the Board of Directors. Members of the Board shall qualify under all requirements of the South Carolina Charter School Act. A person who has been convicted of a felony may not be elected to the Board of Directors.

Section 4.14. Charter Committee. The Corporation's Charter Committee shall serve as an interim board until the first election is held no later than February 2015. The Charter Committee is the governing body of a charter school formed by the applicant to govern through the application process and until the election of a Board of Directors is held. After the election, the Board of Directors of the corporation must be organized as the governing body and the charter committee is dissolved. The Charter Committee will follow these bylaws with the exception of the number of members.

ARTICLE V – OFFICERS

Section 5.1. Number of Officers. The officers of the Corporation shall be a President, Vice President, a Secretary, and a Treasurer. The aforementioned officers must be members of the Board. The officers shall perform such duties as usually pertain to the offices which they hold or as may be assigned to them by the Board of Directors.

Section 5.2. Election of Officers. The President, Vice President, Secretary, and Treasurer of the Board shall be elected annually by the Board of Directors at the designated Annual Meeting of the Board. Officers shall be elected by a plurality of the votes cast by the Members of the Board and may succeed themselves. Each person elected as an officer shall continue in office until the next annual meeting after his/her election or until his/her successor shall have been duly elected and qualified, or until his/her earlier death or resignation, in accordance with the Bylaws. Vacancies of officers caused by death, resignation, or decrease in the number of officers may be filled by a majority vote of the Board at a special meeting called for that purpose or at any regular meeting.

Section 5.3. Additional Officers and Agents. The Board, at any meeting, may, by resolution, appoint such additional officers and such agents and determine their term of office and compensation, if any, as it may deem advisable. The Board may delegate to any officer or committee the power to appoint such subordinate officers, agents, or employees and to determine their terms of office and compensation, if any.

ARTICLE VI – COMMITTEES

Section 6.1. Ad Hoc Committees. The Board may from time to time, by resolution, constitute such committees of officers, employees, or non-members, with such functions, powers and duties as the Board deems necessary or appropriate. Unless the Board shall provide otherwise, each such committee shall enact rules and regulations for its governance.

Section 6.2. Standing Committees. As soon as practicable, the Board chair shall, subject to the Board's approval and stated provisions to the contrary herein, appoint the chairperson of the standing committees identified hereafter from among the Board. Chairpersons shall hold office at the discretion of the Board.

Section 6.2.1. Board Development Committee. The Board Development Committee shall consist of at least three members appointed by the board. The Board Development Committee shall, upon a majority vote of all the committee members, nominate to fill Board, Disciplinary Committee, or Board Development Committee vacancy as required for the unexpired portion of any term. The Board Development Committee will also ensure the board has the correct balance of skills to advance the mission of the school and plan ongoing board development training. Nothing herein shall preclude any member from seeking consecutive terms to serve on the Board Development Committee.

ARTICLE VII – INDEMNIFICATION

Section 7.1. General. The Corporation shall indemnify each officer, Board member, employee and representative ("Indemnities") from the expenses and risks as set forth in Sections 2 and 3 of this Article if such Indemnities has acted in good faith or in a manner which a reasonable person would believe to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action proceeding, had no reason to believe his or her conduct was unlawful. A member shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause his/her reliance to be unwarranted. Absent breach of fiduciary duty, lack of good faith, or self-dealing actions taken as a member or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 7.2. Expenses. Indemnities shall be indemnified against all expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by the Indemnities in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that the Indemnities is or was a representative, officer or director of the Corporation, or is or was serving at the request of the Corporation as a representative of another corporation, partnership, joint venture, trust or other enterprise.

ARTICLE VIII – LIMITATION OF PERSONAL LIABILITY

Section 8.1. Personal Liability. A member of the Board of Directors shall not be personally liable for monetary damages for any action taken or any failure to take any action, unless (a) such member has breached or failed to perform his/her duties as a member, including his/her duties as a member of any committee of the Board upon which he/she may serve, pursuant to the standard of care set forth in Section 2 of this Article, and (b) such breach or failure to perform constitutes self-dealing, willful misconduct, or recklessness.

Section 8.2. Standard of Care. Each member of the Board shall stand in a fiduciary relation to the Corporation and shall perform his/her duties as a member, including his or her duties as a member of any committee of the Board upon which he or she may serve, in good faith, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a member shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by those believed to be competent, capable, knowledgeable, or have such expertise on the subject matter. Breach of fiduciary duty or lack of good faith shall constitute failure of care. Any Board member acting in this manner shall be removed from the

Board and prohibited from running for future Board positions.
A member shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause his/her reliance to be unwarranted. Absent breach of fiduciary duty or lack of good faith, actions taken as a member or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 8.3. Conflict of Interest. The Officers, Board of Directors, and other elected

individuals shall exercise the utmost good faith in all transactions relating to their Corporation duties and will be held to a strict rule of honest and fair dealings. They shall not use their position, or knowledge gained there from, so that a conflict might arise between the Corporation's interest and that of the individual. All acts by any member shall be for the benefit of the Corporation in any dealings that may affect the Corporation. During their terms, elected individuals shall promptly make a full disclosure to the Board of Directors of any existing or new employment, activity, investment, or other interest that might involve obligations which could adversely compete with or be in conflict with the interests of the Corporation.

ARTICLE IX – MISCELLANEOUS PROVISIONS

Section 9.1. Fiscal Year and Audit. The fiscal year of the Corporation shall begin on July 1 and end on June 30 each year. The Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts of the Corporation and to provide such audits as are required pursuant to the South Carolina Charter School Act.

Section 9.2. Execution of Contracts. The President has authority to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation provided that the information has been presented to and has been approved by a majority vote of the Board of directors. In case of emergency, the Board must be notified of any changes at the next regularly scheduled Board meeting. The Board may also authorize any other officer, employee or agent, in the name of and on behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or confined to specific instances. Unless so authorized by these Bylaws or by the Board, no officer, employee, or agent shall have any power to bind the Corporation by any contract or engagement or to pledge its credit or to render it pecuniary liable for any purpose or in any amount.

Section 9.3. Commercial Paper. All checks and other orders for the payment of money out of the funds of the Corporation, and all notes or evidences of indebtedness of the Corporation, shall be executed on behalf of the Corporation by such officer or officers or employee or employees, as the Board may, by resolution, from time to time determine.

Section 9.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited, from time to time, to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may, from time to time, select or as may be selected by any officer or employee of the Corporation to whom such power may, from time to time, be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power may be delegated by the Board, may endorse, assign and deliver checks, drafts, and other orders for the payment of money that are payable to the order of the Corporation.

Section 9.5. Notices. Except as may otherwise be required by law, any notice required to be given shall be in writing and signed by the Chairperson or the Secretary; and any notice so required shall be deemed to be sufficient if given by depositing the same in a post office box in a sealed postpaid wrapper, addressed to the person entitled thereto at his last post office address appearing on the records of the Corporation, and such notice shall be deemed to have been given on the day of such mailing. Any notices required to be given may be waived, by the person

entitled thereto in writing (including telegraph, cable, radio or wireless), whether before or after the meeting or other matter in respect of which such notice is to be given, and in such event such notice need not be given to such person.

Section 9.6. Forms of Records. When consistent with good business practices, any records of the Corporation may be maintained in other than written form if such other form is capable of reasonable preservation and conversion into written form within a reasonable time.

Section 9.7. Corporate Records. The Corporation shall keep as permanent written records a copy of the minutes of all meetings of its members and Board of Directors, a record of all actions taken by the members or Directors without a meeting, and a record of all actions taken by committees of the Board of Directors. The Corporation shall maintain appropriate accounting records. The Corporation or its agent shall maintain a record of the name and address, in alphabetical order, of each member. The Corporation shall keep a copy of the records at its Principal Office.

Section 9.8. Bylaw Amendments. These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at a regularly scheduled Board meeting, provided that notice of any proposed amendment or change is made available to Members of the Board and to the public at least 30 days prior to the meeting at which they are voted upon. Only editorial changes to proposed amendments may be made at the meeting. The Board will review the Bylaws at least once every three years. Any amendments to the Bylaws that are inconsistent with the South Carolina Charter School Act, or would result in the Corporation's loss of its ability to claim non-profit status under either the Internal Revenue Code or the South Carolina Non-profit Corporation Act, shall be null and void.

Section 9.9. Severability. If any provision of these Bylaws or the application thereof to any person or circumstances shall be held invalid or unenforceable to any extent by a court of competent jurisdiction, such provision shall be complied with or enforced to the greatest extent permitted by law as determined by such court, and the remainder of these Bylaws and the application of such provision to other persons or circumstances shall not be affected thereby and shall continue to be complied with and enforced to the greatest extent permitted by law.

Section 9.10. Usage. In construing these Bylaws, feminine or neuter pronouns shall be substituted for masculine forms and vice versa, and plural terms shall be substituted for singular forms and vice versa, in any place in which the context so requires. The section and paragraph headings contained in these Bylaws are for reference purposes only and shall not affect in any way the meaning or interpretation of these Bylaws. Terms such as "hereof", "hereunder" "hereto", and words of similar import shall refer to these Bylaws in the entirety and all references to "Articles", "Paragraphs", "Sections", and similar cross references shall refer to specified portions of these Bylaws, unless the context clearly requires otherwise. Terms used herein which are not otherwise defined shall have the meanings ascribed to them in the South Carolina Charter School Act and if not defined therein, then shall have their plain and ordinary meaning. All references to statutory provisions shall be deemed to include corresponding sections of succeeding law.

Section 9.11. Conflict between Bylaws, Articles and South Carolina Law. The Articles of Incorporation of the Corporation and South Carolina law including, without limitation, the South Carolina Nonprofit Corporation Act of 1994, as amended, and the South Carolina Charter Schools Act of 1996, as amended, together with the regulations, are incorporated herein by reference. Any conflict within the terms of these Bylaws, the Articles, and South Carolina law should be resolved in the following order: (1) South Carolina law, (2) the Articles, and (3) these Bylaws.

Appendix L: Governance

The State of South Carolina

Office of Secretary of State Mark Hammond

Certificate of Incorporation, Nonprofit Corporation

I, Mark Hammond, Secretary of State of South Carolina, Hereby Certify that:

PRESTIGE PREPARATORY ACADEMY, a nonprofit corporation duly organized under the laws of the State of South Carolina on August 3rd, 2015, and having a perpetual duration unless otherwise indicated below, has as of the date hereof filed a Declaration and Petition for Incorporation of a nonprofit corporation for religious, educational, social, fraternal, charitable, or other eleemosynary purpose.

Now, therefore, I, Mark Hammond, Secretary of State, by virtue of the authority in me vested by the S.C. Code Ann. §33-31-101 et seq.,do hereby declare the organization to be a body politic and corporate, with all the rights, powers, privileges and immunities, and subject to all the limitations and liabilities, conferred by Chapter 31, Title 33, of the S.C. Code of Laws and Acts amendatory thereto.

Given under my Hand and the Great Seal of the State of South Carolina this 6th day of August, 2015.

Mark Hammond

Mark Hammond, Secretary of State

Print Form

CERTIFIED TO BE A TRUE AND CORRECT COPY AS TAKEN FROM AND COMPARED WITH THE ORIGINAL ON FILE IN THIS OFFICE

AUG 03 2015

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

STATE OF SOUTH CAROLINA
SECRETARY OF STATE

ARTICLES OF INCORPORATION
Nonprofit Corporation - Domestic
Filing Fee $25.00

TYPE OR PRINT CLEARLY IN BLACK INK

Pursuant to S.C. Code of Laws §33-31-202, the undersigned corporation submits the following information:

1. The name of the nonprofit corporation is Prestige Preparatory Academy

2. The initial registered office (registered agent's address in SC) of the nonprofit corporation is

7640 Kings Grant Lane
Street Address

North Charleston	Charleston County	SC	29420
City	County	State	Zip Code

The name of the registered agent of the nonprofit corporation at that office is

Joyce Harrison Coleman
Print Name

I hereby consent to the appointment as registered agent of the corporation.

Joyce Harrison Coleman
Agent's Signature

3. Check "a", "b", or "c" whichever is applicable. Check only one box.
   - a. [X] The nonprofit corporation is a public benefit corporation.
   - b. [ ] The nonprofit corporation is a religious corporation.
   - c. [ ] The nonprofit corporation is a mutual benefit corporation.

4. Check "a" or "b", whichever is applicable.
   - a. [ ] This corporation will have members.
   - b. [X] This corporation will not have members.

5. The address of the principal office of the nonprofit corporation is

7640 Kings Grant Lane
Street Address

North Charleston	Charleston County	SC	29420
City	County	State	Zip Code

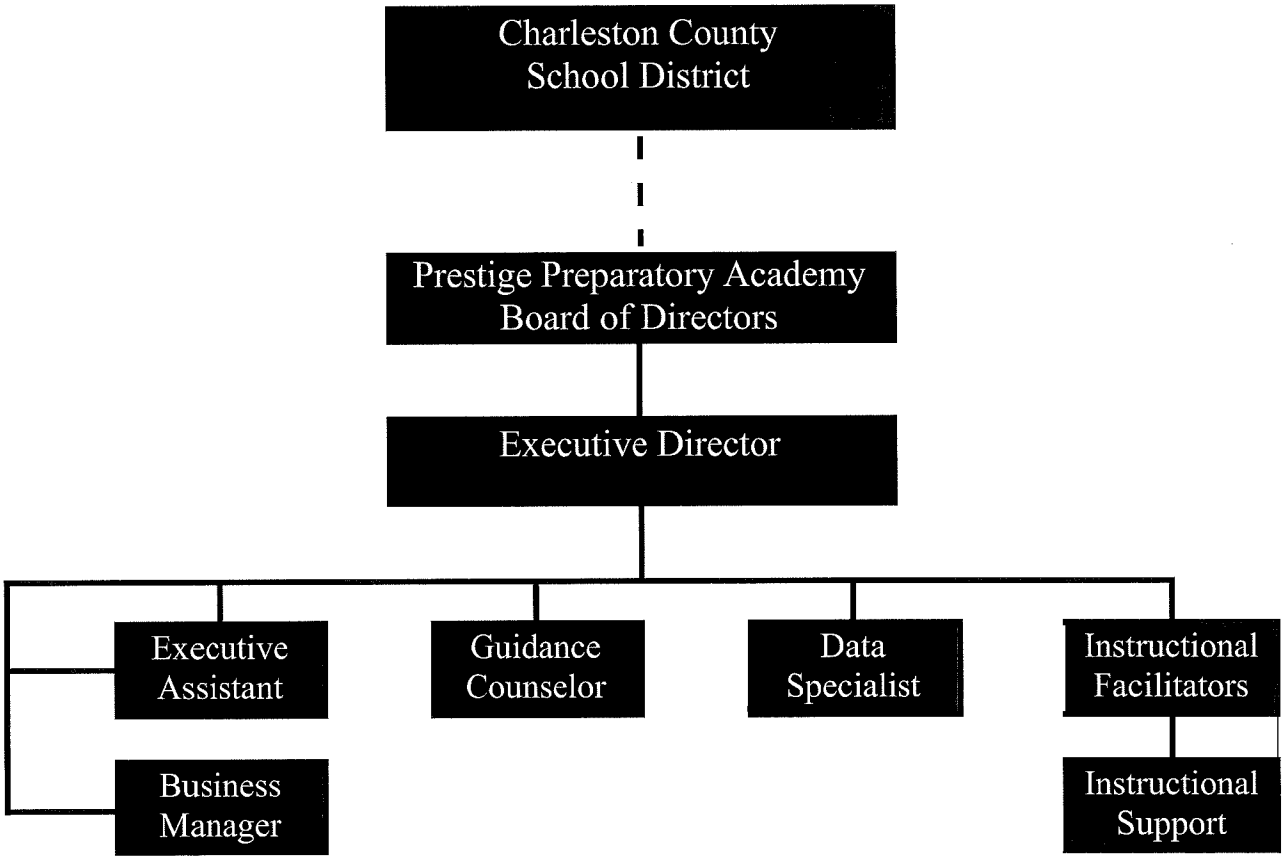
150805-0204 FILED: 08/03/2015
PRESTIGE PREPARATORY ACADEMY
Filing Fee: $25.00 ORIG

8.2E-167

Mark Hammond South Carolina Secretary of State

Appendix M: Governance

Prestige Preparatory Academy Organizational Structure



Appendix N: Operations

[redacted]

Elementary School Instructional Facilitator

Reports To: Principal
Length of Assignment: 10 months

Primary purpose:
To create a flexible elementary grade program and a class environment favorable to learning and personal growth; to establish effective rapport with students; to motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for upper elementary grade education in accordance with each student's ability; to establish good relationships with parents and other staff members

.

1) Responsibilities:

Duties of this job include, but are not limited to:

- **A.** Instructionally facilitates reading, language arts, social studies, mathematics, science, art, health, physical education, and music to students in a classroom, utilizing the South Carolina State Standards, and other appropriate learning activities.
- **B.** Instructs students in citizenship and basic subject matter.
- **C.** Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- **D.** Uses a variety of instruction strategies, such as inquiry, group discussion, lecture, discovery, etc.
- **E.** Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- **F.** Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- **G.** Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports.
- **H.** Communicates with parents through student-led conferences, APTT, and "We Are Family" and other means to discuss students' progress and interpret the school program.
- **I.** Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- **J.** Creates an effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.
- **K.** Maintains professional competence through in-service education activities provided by professional growth activities.
- **L.** Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with guidelines.
- **M.** Selects and requisitions books and instructional aids; maintains required inventory records.
- **N.** Supervises students in out-of-classroom activities during the school day.
- **O.** Administers group standardized tests in accordance with state testing program.

P. Participates in curriculum development programs as required.
Q. Participates in faculty committees and the sponsorship of student activities.

2) Qualifications:

a. Bachelor's degree of related subject from accredited university
b. South Carolina teaching certificate.
c. Experience is preferred but not necessary for hiring.

Middle School Instructional Facilitator Job Description

Reports To: Principal
Length of Assignment: 10 months

Primary purpose:
Provide students with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.

1) Responsibilities:

Duties of this job include, but are not limited to:

A. Develops and implements plans for the curriculum program assigned and show written evidence of preparation as required.
B. Prepares lessons that reflect accommodation for individual student differences.
C. Presents the subject matter according to guidelines established by South Carolina Department of Education and administrative regulations.
D. Plans and uses appropriate instructional/learning strategies, activities, materials, and equipment that reflect accommodation for individual needs of students assigned.
E. Conducts assessment of student learning styles and use results for instructional activities.
F. Works cooperatively with special education teachers to modify curricula as needed for special education students.
G. Cooperates with other members of the staff in planning and implementing instructional goals, objectives, and methods according to state requirements.
H. Plans and supervise purposeful assignments for teacher aide(s) and/or volunteer(s).
I. Uses technologies in the teaching/learning process.
J. Assists students in analyzing and improving methods and habits of study.
K. Consistently assesses student achievement through formal and informal testing.
L. Assumes responsibility for extracurricular activities as assigned and may sponsor outside activities approved by the school.
M. Presents a positive role model for students that supports the mission of the school.
N. Creates a classroom environment conducive to learning and appropriate to the

physical, social, and emotional development of students.

O. Manages student behavior in the classroom and administer discipline according to board policies, administrative regulations.

P. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Q. Assists in the selection of books, equipment, and other instructional materials.

R. Establishes and maintain open lines of communication with students and their parents.

S. Maintains a professional relationship with all colleagues, students, parents, and community members.

T. Uses acceptable communication skills to present information accurately and clearly.

U. Participates in the staff development program.

V. Demonstrates interest and initiative in professional improvement.

W. Demonstrates behavior that is professional, ethical, and responsible.

X. Keeps informed of and comply with state and school regulations and policies for instructional facilitator.

Y. Compiles, maintains, and file all reports, records and other documents required.

Z. Attends and participates in faculty meetings and serve on staff committees as required.

2) Qualifications:

a. Bachelor's degree of related subject from accredited university
b. South Carolina teaching certificate.
c. Experience is preferred but not necessary for hiring.

Guidance Counselor Job Description

Reports To: Principal
Length of Assignment: 10 months

Primary Purpose:
A counselor provides emotional, mental, and professional support to students, and guides them through steps to promote their positive behavior.

1) Responsibilities:

A counselor performs, all but limited to the following duties:

A. Develop, deliver, evaluate and revise the school counseling program.

B. Assist students in the areas of academic, social, behavioral, and emotional development as well in career awareness.

C. Provide individual and small group counseling in a variety of settings.

D. Consult and collaborate with teachers, staff and parents in understanding and meeting the needs of students in the school setting.
E. Provide in-service training and make presentations to staff
F. Make appropriate referrals of students and parents to outside agencies.
G. Participate in activities that contribute to the effective operation of the school.
H. Monitor and advice students of their progress and provide on-going communication with parents
I. In collaboration with teachers, parents, and staff, prepare students for transition to the next levels.
J. Participate in continued Professional Development and Personal Growth.
K. Adhere to ethical standards and best practices of state and national school counselor associations.

2) Qualifications:

a. Bachelor's degree in guidance and counseling, in psychology, in social work, in education, or related field.
b. Knowledge of child development—specifically of physical, emotional, and developmental patterns.
c. A team player with experience working in a collaborative environment.
d. Ability to listen to and communicate with parents and see parents as a resource
e. Possesses conflict resolution skills.
f. Possesses positive personal attitude and skills.
g. Uses good organizational skills to meet the needs classroom & individual.
h. Is capable of working with small and large classroom groups.
i. Experience in an elementary school environment.

Appendix O: Budget and Finance

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION	South Carolina Public Charter School Application **Sample Student Enrollment Projections Form**

Sample Form: Access the form at http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus (under the section titled "Important Charter School Information")

Student Enrollment Projections for 10-Year Charter

Name of Charter School Prestige Preparatory Academy

GRADE	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
Pre-Kindergarten										
Kindergarten	25	25	25	25	25	25	25	25	25	25
First	25	25	25	25	25	25	25	25	25	25
Second	25	25	25	25	25	25	25	25	25	25
Third	25	25	25	25	25	25	25	25	25	25
Fourth	25	25	25	25	25	25	25	25	25	25
Fifth		25	25	25	25	25	25	25	25	25
Sixth			25	25	25	25	25	25	25	25
Seventh				25	25	25	25	25	25	25
Eighth					25	25	25	25	25	25
Ninth										
Tenth										
Eleventh										
Twelfth										
TOTALS	125	150	175	200	225	225	225	225	225	225

Appendix P: Budget and Finance

Prestige Preparatory Academy
Appendix P
Five Year Budget and Cash Flow Analysis

BUDGET ASSUMPTIONS

25:1 teacher to student ratio
Starting K- 4th grade, adding 5th in year 2 and 6th in year 3

Line1 - EFA per pupil base funding for Charleston County is currently at $6705.42. Included in revenue is an add-on weighting for students in poverty, academic assistance, and special needs estimated at 85%, 65% and 10%, respectively

.

Line 2 - The school will apply for the planning and implementation grant, receiving funds in year 1 and 2 with this grant.
Line 3 - Estimated IDEA funds for special needs students.
Line 4 – USDA Food Service, school intends on contracting with CCSD to provide breakfast and lunch. Expect the food program to break even, but will apply for USDA funding to serve the free and reduced lunch students.

Line 5 – Instructional Salaries include the following:

5	Instructional facilitators at an average salary of $40,000
1	Assistant at an average salary of $18,000
1	Special education instructional facilitator at $42,000 (2 in year 3)
1	Physical education instructional facilitator at $40,000
0.5	Art Instructional facilitator at $20,000
0.5	Music instructional facilitator at $20,000
0.5	IT instructional facilitator at $20,000

Line 6 – Employee taxes and benefits include the following:

1. Social security and Medicare at IRS rate of 7.65%
2. SC unemployment at tax rate of .020110 on the first $14,000 of wages
3. Health, dental ,life insurance and LTD is averaged at $595 per month per employee, with 3% increase each year
4. Employee retirement match at 5% starting year 2017-2018
5. Workers compensation estimated at $2,711 based on quote

Line 7 – Instructional services including testing and assessments estimated at $15,000 per classroom

Line 8 – Instructional supplies & equipment, including furniture, computers, classroom items, estimated at $5,000 per classroom

Line 9 - Supportive salaries include the following:

(1) Executive Director at $95,000
(1) Student Information Specialist at $32,000

Line 10 – Contracted services include the following per year:

1. Nurse Service estimated at $10,000
2. Exceptional services estimated at $10,000
3. Special needs consultant estimated at $15,000
4. Fiscal management estimated at $36,000
5. Student transportation estimated at $10,000
6. SCPCA incubator program and trainings at $7,000
7. Legal fees estimated at $5,000
8. Audit fees estimated at $12,000 (after 1 year)
9. Instructional staff development at $10,000
10. Technology services at $8,000
11. Marketing and advertising services at $2,500

Line 11 – Liability insurance quoted at $9,650, includes general, D & O, Fidelity, auto premium, umbrella and student accident coverage

Line 12- Facility operational expenses include the following:

1. Electric, gas and oil estimated at $18,000
2. Water and sewer estimated at $3,500
3. Supplies estimated at $8,000
4. Property insurance quoted at $1,500
5. Telephone estimated at $ 8,000
6. Building security estimated at $12,000
7. Repairs and maintenance at $ 3,000

Line 13 – Facilities are being evaluated, 13% of revenues have been budgeted for facility lease expense

Prestige Preparatory Academy
Appendix P
Five-Year Budget and Cash Flow Analysis

Budget Assumptions

25:1 teacher to student ratio

Starting K - 4th grade, adding a grade each year until 8th grade

Line 1 - EFA per pupil base funding for Charleston County is currently at $6,705.42. Included in revenue is an add-on weighting for students in poverty, academic assistance, and special needs estimated at 85%, 65%, and 10%, respectively.

Line 2 - The school will apply for the planning and implementation grant, receiving funds in Year 1 and 2 with this grant.

Line 3 - Estimated IDEA funds for special needs students.

Line 4 - USDA Food Service, school intends on contracting with CCSD to provide breakfast and lunch. Expect the food program to break even, but will apply for USDA funding to serve the free and reduced students.

Line 5 - Instructional salaries include the following:

5	Instructional facilitators at average salary of $40,000
1	Assistant at average salary of $18,000
1	Special education instructional facilitator at $42,000 (2 in year 3)
1	Physcial education instructional facilitator at $40,000
0.5	Art instructional facilitator at $20,000
0.5	Music instructional facilitator at $20,000
0.5	IT instructional facilitator at $20,000

Line 6 - Employee taxes and benefits include the following:

Social security and medicare at IRS rate of 7.65%
SC Unemploy. at tax rate of .020110 on the first $14,000 of wages
Health, dental, life, & LTD is averaged at $595 per month per employee, with a 3% increase each year
Employee retirement match of 5% starting in year 2017-2018
Workers compensation estimated at $2,711 based on quote

Line 7 - Instructional services including testing and assessments estimated at $15,000

Line 8 - Instructional supplies & equipment, including furniture, computers, classroom items, estimated at $5,000 per classroom

Line 9 - Supportive salaries include the following:

1	Executive Director at $95,000	1	Guidance counselor at $40,000
1	Student Information Specialist at $32000	1	Executive Assistant at $32,000

Line 10 - Contracted services include the following per year:

Nurse services estimated at $10,000	Legal fees estimated at $5,000
Exceptional services estimated at $10,000	Audit fees estimated at $12,000 (after year 1)
Special needs consultant estimated at $15,000	Instructional staff development at $10,000
Fiscal management estimated at $36,000	Technology services at $8,000
Student transportation estimated at $10,000	Marketing and advertising services at $2,500
SCPCA incubator progam and trainings at $7,000	

Line 11- Liability insurance quoted at $9,650, includes general, D&O, Fidelity, auto premium, umbrella, and student accident coverage

Line 12 - Facility operational expenses include the following per year:

Electric, gas, and oil estimated at $18,000	Property insurance quoted at $1,500
Water and sewer estimated at $3,500	Telephone estimated at $8,000
Supplies estimated at $8,000	Building security estimated at $12,000
Custodial services estimated at $18,000	Repairs and maintenance at $3,000

Line 13 - Facilities are being evaluated, 13% of revenue has been budgeted for facility lease expense

Prestige Preparatory Academy
Appendix P
Five-Year Budget and Cash Flow Analysis

Academic School Year				2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students				125	150	175	200	225
Line	REV		Revenues	Year 1	Year 2	Year 3	Year 4	Year 5
1	3300		Education Finance Act	$ 1,150,818	$ 1,401,696	$ 1,659,842	$ 1,925,416	$ 2,198,585
2	4320		Planning and Implementation Grant	125,000	75,000	-	-	-
3	4510		IDEA	5,000	8,500	11,000	12,000	12,000
4	4810		USDA Reimbursement - School Lunch	56,993	68,391	79,790	91,188	102,587
			Total revenue	1,337,810	1,553,587	1,750,631	2,028,604	2,313,171
	FCT	**OBJ**	**Instruction Expenditures**					
5	110	110	Instructional Salaries	371,000	446,270	600,322	652,493	706,045
6	110	200	Instructional Employee Taxes & Benefits	112,010	133,890	182,728	200,559	219,153
7	110	311	Instructional Services	15,000	20,000	25,000	30,000	35,000
8	110	410	Instructional Supplies & Equipment	50,000	50,000	35,000	35,000	35,000
			Total instruction expenditures	548,010	650,160	843,050	918,053	995,198
	FCT	**OBJ**	**Support Services Expenditures**					
9	200	100	Support Services Salaries	199,000	199,955	202,954	205,999	209,089
6	200	200	Supportive Services Employee Taxes & Benefits	47,492	47,588	57,988	58,398	58,813
10	200	300	Contracted Services	113,500	130,900	127,500	127,500	127,500
	231	310	Professional Development for Board Training	1,500	1,500	1,500	1,500	1,500
	231	640	Membership Dues & Fees	1,000	2,000	2,000	2,000	2,000
11	231	650	Liability Insurance	9,650	9,940	10,238	10,545	10,861
	233	332	Travel	5,000	6,500	6,500	6,500	6,500
	233	410	Office Supplies & Equipment	16,000	15,000	15,000	15,000	15,000
12	254	300/400	Facility Operational Expenses	72,000	73,675	76,668	79,698	82,766
13	254	325	Facility Lease	173,915	179,133	184,507	190,042	195,743
	271	660	Field Trips	3,000	6,000	9,000	12,000	15,000
	256	460	Food Program Services	56,993	68,391	79,790	91,188	102,587
			Total support services	699,050	740,581	773,644	800,369	827,359
			Total expenditures	1,247,060	1,390,741	1,616,694	1,718,421	1,822,557
			Budget Surplus/Deficit	90,751	162,846	133,937	310,183	490,614

Prestige Preparatory Academy
Appendix P
Five-Year Budget and Cash Flow Analysis

Cash Flow Projection

	Beginning Cash Balance for Each Year	-	90,751	253,597	387,534	697,717
July	Expected Revenue	111,484	129,466	145,886	169,050	192,764
	Expected Expenses (1st year majority of salaries begin in August)	(53,922)	(160,895)	(184,724)	(193,202)	(201,880)
August	Expected Revenue (P&I Reimbursement)	161,484	129,466	145,886	169,050	192,764
	Expected Expenses (additional expenses for start up instructional supplies and equipment)	(133,922)	(210,895)	(179,724)	(188,202)	(196,880)
September	Expected Revenue (P&I Reimbursement)	136,484	129,466	145,886	169,050	192,764
	Expected Expenses (additional expenses for start up instructional supplies and equipment)	(118,922)	(101,895)	(125,224)	(133,702)	(142,380)
October	Expected Revenue	103,151	129,466	145,886	169,050	192,764
	Expected Expenses	(104,477)	(101,895)	(125,224)	(133,702)	(142,380)
November	Expected Revenue	103,151	129,466	145,886	169,050	192,764
	Expected Expenses	(104,477)	(101,895)	(125,224)	(133,702)	(142,380)
December	Expected Revenue	103,151	129,466	145,886	169,050	192,764
	Expected Expenses	(104,477)	(101,895)	(125,224)	(133,702)	(142,380)
January	Expected Revenue	103,151	129,466	145,886	169,050	192,764
	Expected Expenses	(104,477)	(101,895)	(125,224)	(133,702)	(142,380)
February	Expected Revenue	103,151	129,466	145,886	169,050	192,764
	Expected Expenses	(104,477)	(101,895)	(125,224)	(133,702)	(142,380)
March	Expected Revenue	103,151	129,466	145,886	169,050	192,764
	Expected Expenses	(104,477)	(101,895)	(125,224)	(133,702)	(142,380)
April	Expected Revenue	103,151	129,466	145,886	169,050	192,764
	Expected Expenses	(104,477)	(101,895)	(125,224)	(133,702)	(142,380)
May	Expected Revenue	103,151	129,466	145,886	169,050	192,764
	Expected Expenses	(104,477)	(101,895)	(125,224)	(133,702)	(142,380)
June	Expected Revenue	103,151	129,466	145,886	169,050	192,764
	Expected Expenses	(104,477)	(101,895)	(125,224)	(133,702)	(142,380)
	Ending Cash Balance for Each Year	90,751	253,597	387,534	697,717	1,188,331

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Appendix Q: Budget and Finance

0										
Salary Schedule										
	Total Salaries Per Grade									
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Kingergarten	40,000	40,600	41,209	41,827	42,455	43,091	43,738	44,394	45,060	45,736
1st	40,000	40,600	41,209	41,827	42,455	43,091	43,738	44,394	45,060	45,736
2nd	40,000	40,600	41,209	41,827	42,455	43,091	43,738	44,394	45,060	45,736
3rd	40,000	40,600	41,209	41,827	42,455	43,091	43,738	44,394	45,060	45,736
4th	40,000	40,600	41,209	41,827	42,455	43,091	43,738	44,394	45,060	45,736
5th	-	40,600	41,209	41,827	42,455	43,091	43,738	44,394	45,060	45,736
6th	-	-	41,209	41,827	42,455	43,091	43,738	44,394	45,060	45,736
Physical Education	40,000	40,600	41,209	41,827	42,455	43,091	43,738	44,394	45,060	45,736
Special Education	42,000	42,630	86,539	87,837	89,155	90,492	91,849	93,227	94,625	96,045
Music	20,000	20,300	41,209	41,827	42,455	43,091	43,738	44,394	45,060	45,736
Art	20,000	20,300	41,209	41,827	42,455	43,091	43,738	44,394	45,060	45,736
IT	20,000	20,300	20,605	20,914	21,227	21,546	21,869	22,197	22,530	22,868
Teacher Assistants	18,000	36,540	37,088	37,644	38,209	38,782	39,364	39,954	40,554	41,162
Executive Director	95,000	96,425	97,871	99,339	100,830	102,342	103,877	105,435	107,017	108,622
Executive Assistant	32,000	32,480	32,967	33,462	33,964	34,473	34,990	35,515	36,048	36,588
Data Specialist	32,000	30,450	30,907	31,370	31,841	32,319	32,803	33,295	33,795	34,302
Guidance	20,000	20,300	20,605	20,914	21,227	21,546	21,869	22,197	22,530	22,868

Appendix R (note): Budget and Finance

While a written "Memorandum of Understanding" between Prestige Preparatory

Academy (PPA) and Charleston County School District Food Services does not exist; over the past few months, I have been in conversations with Mr. Walter Campbell, Executive Director of Nutrition, CCDS. Mr. Campbell has assured PPA verbal support for "free" daily breakfast and lunch.

Once the school is confirmed, we will strive to solicit additional support for dinner based on the length of our school day.

Joyce Coleman, Prestige Preparatory Academy - Chairperson

Appendices U-AA: Insurance Coverage

Keenan & Suggs, Inc.
Premium Estimate for budgeting purposes for:

Prestige Preparatory Academy

KeenanSuggs CIC, CRM, CBIA

INSURANCE | RISK MANAGEMENT | EMPLOYEE BENEFITS

[redacted]

NAMED INSUREDS

PRESTIGE PREPARATORY ACADEMY

LOCATION SCHEDULE

Loc #	Bldg #	Address	City	State	Zip
00001	00001	TBD	CHARLESTON	SC	TBD

DIRECTORS & OFFICERS

Coverage	Limit	Ded	Updates
D&O	1,000,000	2,500	
Employment Practices Liab Ins	1,000,000	5,000	
Shared Aggregate	2,000,000		
EPLI Third Party	15,000		

PROPERTY

PREMISES

Loc #	Bldg #	Address	Description
00001	00001	1830 W Georgia Road Building #203	School Building

SUBJECT OF INSURANCE

Loc #	Bldg #	Coverage	Limit	Valuation	Coinsurance %	Deductible	Updates
00001	00001	Business Income w/ Extra Expense	875,000	Actual Loss Sustained		72 Hours	
00001	00001	Business Personal Property	350,000	Replacement Cost	80	1,000	

GENERAL LIABILITY

Coverage	Limit	Deductible	Updates
General Aggregate	3,000,000		
Products/Completed Ops Aggregate	3,000,000		
Each Occurrence	1,000,000		
Personal & Advertising Injury	1,000,000		
Fire Damage	300,000		
Medical Expense	10,000		
Abuse or Molestation Liability - Each Loss	1,000,000		
Abuse or Molestation Liability - Aggregate	3,000,000		
Educators Legal Liability - Each Loss	1,000,000	1,000 Per Claim	
Educators Legal Liability - Aggregate	2,000,000	1,000 Per Claim	
Educators LL - Additional Defense Coverage	100,000		

CLASSIFICATIONS

Loc #	Classification	Premium Basis	Exposure	Updates
00001	School-Public-High	Number	125 Students	
00001	Schools: Faculty Liability for Corporal Punishment of Stud	Number	15 Faculty	

CRIME

FORM A EMPLOYEE DISHONESTY

Limit	100,000	Updates
Deductible	500	

FORM B FORGERY OR ALTERATION

Limit	100,000	Updates
Deductible	500	

MONEY & SECURITIES

Coverage Type		Updates
Sec 1-Inside the Premises Limit	25,000	
Inside Deductible	500	
Sec 2-Outside the Premises Limit	25,000	
Outside Deductible	500	

BUSINESS AUTO

Coverage	Limit	Deductible	Updates
Combined single limit	1,000,000		
Medical payments	5,000		
Underinsured motorist combined single limit	1,000,000		
Underinsured motorist combined single limit	1,000,000		
Collision		1,000	
Comprehensive		1,000	
Hired/Non-Owned Auto	1,000,000		

VEHICLE SCHEDULE

Veh #	Year	Make	Model	VIN #	Comp Ded	Collision Ded	Updates
00001	IF ANY	IF ANY	IF ANY	IF ANY	1,000	1,000	

DRIVER INFORMATION

Driver #	Name	DOB	DL #	License State	Updates

UMBRELLA

COVERAGES/LIMITS

Coverage	Limit	Aggregate	Retention Amt	Updates
Umbrella(C)	2,000,000	2,000,000	10,000	

UNDERLYING AUTO LIABILITY

Eff Date	Exp Date	Auto Single Limit/BI Per Person
TBD	TBD	1,000,000

UNDERLYING GENERAL LIABILITY

Eff Date	Exp Date	GL Each Occurrence	GL Gen Aggregate	GL Prod & Comp Ops Aggregate	GL Pers & Adv Injury	Damage to Rental Premises	GL Medical Expense
TBD	TBD	1,000,000	3,000,000	3,000,000	1,000,000	300,000	10,000

UNDERLYING EMPLOYERS LIABILITY

Eff Date	Exp Date	EL Each Accident	EL Disease Policy Limit	EL Disease Each Employee
TBD	TBD	500,000	500,000	500,000

UNDERLYING ABUSE/MOLESTATION

Eff Date	Exp Date	Other Limit 1	Other Limit 2
TBD	TBD	1,000,000	1,000,000

WORKERS COMPENSATION & EMPLOYERS LIABILITY

COVERAGES/LIMITS

Eff Date	Exp Date	EL Each Accident	EL Disease Policy Limit	EL Disease Each Employee
TBD	TBD	500,000	500,000	500,000

Estimated Premium Summary

PREMIUM SUMMARY

Directors & Officers	$1,000,000 limit	$1000
General Liablity to include professional, abuse/molestation and employee benefits liability and hired/nonowned($300)Automobile/Employee dishonesty ($500)	$3,000,000 per occurrence	$5450
Property	$1,225,000 with all business income, business personal property	$1500

Workers Compensation	rate per $100 of payroll	$0.59

Signature Certification Page

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION	South Carolina Public Charter School Application **Signature Certification Page**

Signature Certification Page

Name of Proposed School: Prestige Preparatory Academy

Mailing Address (if known):

City, State, Zip Code: Charleston County, South Carolina

Name of Applicant Group: Prestige Preparatory Academy Charter Committee

Sponsor (local school district board, SCPCSD, or institution of higher education/technical college) Name: Charleston County School District

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the South Carolina Public Charter School Statement of Assurances if the charter school is approved.

Signature of Charter School Committee Chair — Date: 8th October 2015

Authorization: We hereby certify that this charter application has been duly authorized by the sponsor listed above. This authorization indicates that the terms of this application constitute a contractual agreement between the two organizations represented below pursuant to Section 59-40-60 of the South Carolina Charter School Act (1996). According to state and federal guidelines, charter schools must provide evidence of improved student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA). Sponsors must use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school's charter. Each sponsor and charter school must enter a contractual agreement stating that student performance of all students described in section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school's charter.

Charter School Committee Chair Name:

Signature — Date

Sponsor Representative Name:

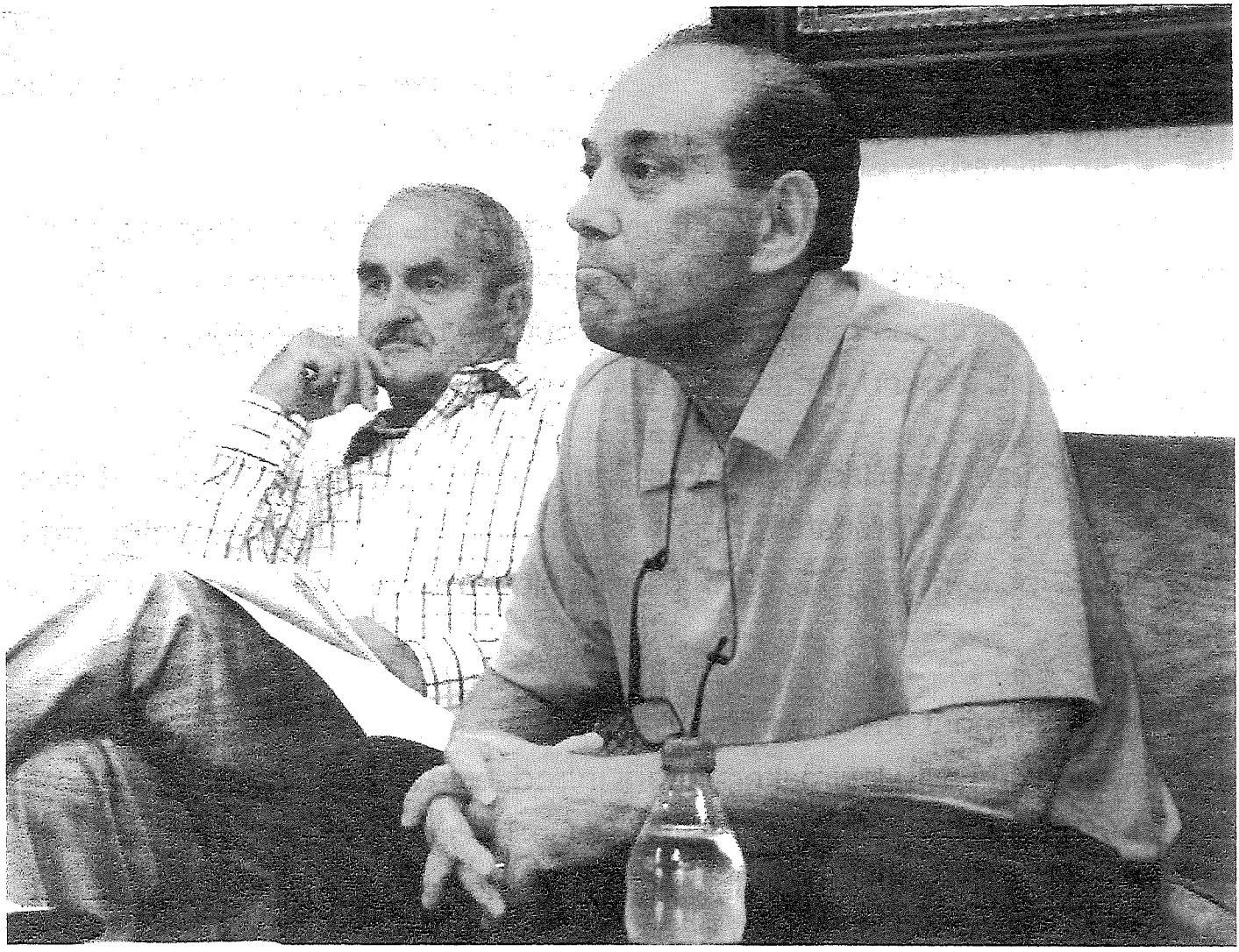
Signature — Date

Charleston County SCHOOL DISTRICT
excellence is our standard

BOARD AGENDA ACTION FORM
December 7, 2015

Section:	Strategic Education Committee	
Subject:	Changing the Legal Drop Out Age	
Name/Department:	Patsy Pye, Chief Academic Officer	
Agenda Item Number:	XIII.	
Background:	Currently, students are allowed to drop out of school at age 17 without parent permission.	
Discussion:	Adjusting the legal drop out age to 18 will positively impact the SC economy, homelessness rates, and prison population. The attached articles, data, and bills show a flaw in the current education system.	
Goals & Budget:		
This recommendation supports CCSD goal #:	#8- Increase College and Career Readiness	
Overall budget for implementing CCSD goal:	None needed	
Request approval for funds within that budget in the amount of $:		**Funding Source** (GOF, IDEA, Title I, Capital, etc.)
Resulting positive impact for students in our District will be:	Students will remain in school longer and the graduation rate will increase.	
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 support changing the legal drop out age to 18.		
Person(s) Responsible for Implementation:		
Superintendent's Approval:	Gerrita Postlewait	
Board Member(s) Approval:		
Attachment(s):	☒ **Yes**	☐ **No**

Ex-guidance counselor on mission to raise minimum school dropout age



Mark Epstein (right) listens as U.S. Rep. Mark Sanford responds to his proposal to raise the state minimum age for dropping out of high school from 17 to 18 years. Epstein worked in Charleston County schools for 27 years and said he has "been waiting a long time to have this conversation." Paul Bowers/Staff

Mark Epstein (right) listens as U.S. Rep. Mark Sanford responds to his proposal to raise the state minimum age for dropping out of high school from 17 to 18 years. Epstein worked in Charleston County schools for 27 years and said he has "been waiting a long time to have this conversation." Paul Bowers/Staff

In his 27 years as a guidance counselor and teacher for at-risk students in

Charleston County schools, Mark Epstein says he saw thousands of students drop out of high school, many of them shortly after their 17th birthday — the cutoff date for compulsory attendance under South Carolina law.

Since he retired from the district in June, Epstein has taken on a new mission: raising the state's minimum dropout age from 17 to 18.

"Motivation and maturity: At least it gives kids a little bit of a chance to gain those two characteristics that they're probably lacking," Epstein said. He added that, in addition to raising the dropout age cutoff statewide, school districts should expand vocational training programs.

In the most recent available data from the U.S. Education Department, taking into account student transfers, South Carolina schools had a graduation rate of about 78 percent in 2012-2013, falling below the national average of 81 percent.

Raising the dropout age would require a change in state law, and Epstein has started speaking with lawmakers about introducing a bill in the Statehouse when the next session begins in January. On Tuesday afternoon, he met with state Rep. Wendell Gilliard, D-Charleston, Charleston County School District board member Eric Mack and U.S. Rep. Mark Sanford at Sanford's Mount Pleasant office to discuss the proposal.

Gilliard said he plans to sponsor a bill raising the dropout age to 18 during the next state legislative session in 2016. "If something is not working, you've got to think outside of the box and try new things," Gilliard said.

Gilliard co-sponsored a similar bill in 2012, but it stalled out in the House Committee on Education and Public Works following opposition from then-S.C. Education Superintendent Mick Zais, who said that students should not be forced to attend failing schools and that lawmakers should focus on

expanding school-choice initiatives.

Sanford said he would like to see a focus on fixing the problems that lead students to drop out in the first place.

"Dropping out at 17 is a symptom," Sanford said. "What do we do about addressing the causes of that symptom?"

Reach Paul Bowers at (843) 937-5546 or twitter.com/paul_bowers.

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1. How Long Must Students Stay in School
2. High School Graduation Rates
3. State Ethnic Groups
4. State High School Graduation Rates for Low Income Students
5. State High School Graduation Rates for All Students
6. Trident Technical College Information
7. South Carolina General Assembly
8. S.C. House Bill Would Raise Student Dropout Age
9. Education South Carolina
10. Kentucky Article
11. Massachusetts Article
12. Obama Article
13. Obama Article
14. Raising Compulsory School Age Article

I'd like to take this opportunity to make a couple of comments as it relates to the article the Post and Courier published on Sept 15th written by Paul Bowers entitled, "Ex-guidance counselor on mission to raise minimum school dropout age."

First, this decision to try and raise the dropout age to eighteen has been as a result of twenty-seven years of work helping thousands of young teenagers across the Lowcountry. I feel privileged to have served my adopted home of Charleston in this capacity. I have never been real good at remembering all of the names of my former students but their faces will remain etched in my memory for the rest of my life. It is those thousands of faces who never graduated that many years ago made me realize my work would not be done when I chose to retire. I have always felt all of our young people deserved better, and It was important that someday the ones who didn't make it would have a voice. I understand that for several their decision to dropout at seventeen may have been in their best interests. Not for the majority though. Their lack of maturity and personal and family situations all at times added to their academic difficulties. This is a complex problem with no one immediate answer. But, for hundreds and hundreds it was that they needed more time to develop both their motivation and maturity. I always have referred to this as the "M+M Formula = success." Also, all military branches require a high school diploma to enlist, and teenagers don't have the right to vote until their eighteenth birthday. As great a strides as our educational systems have made in recent years our young people deserve better. All schools are not equal. Some like Wando High offer several vocational programs on their campus with their new forty million dollar Career-Technology Education Center. Others like West Ashley High, Burke High, North Charleston High, St John's High, and Jame Island High would benefit greatly from the same on campus opportunities.

Secondly, there is a huge flaw in our SC's education systems. Students at seventeen are allowed to dropout without their parents permission, but are not allowed to enroll in the non-degree programs (like automotive, landscaping, and welding, to name only three) at our state's Technical Community Colleges such as Trident Tech, until they are eighteen years of age.

Thirdly, with the encouragement of our President Barack Obama, twenty-two states in America have already changed their dropout age from seventeen to eighteen over the last four years.

It has been a great career journey for me and along the way I have developed friendships with some of South Carolina's greatest servants, such as US Congressman Mark Sanford, Representative Wendell Gilliard, CCSD School Board Member Dr Rev Eric Mack, and long time coach and colleague Dave Spurlock. Led by this highly esteemed group it is my greatest dream to someday see SC's dropout age raised to eighteen and help save the future careers of thousands of our young people.

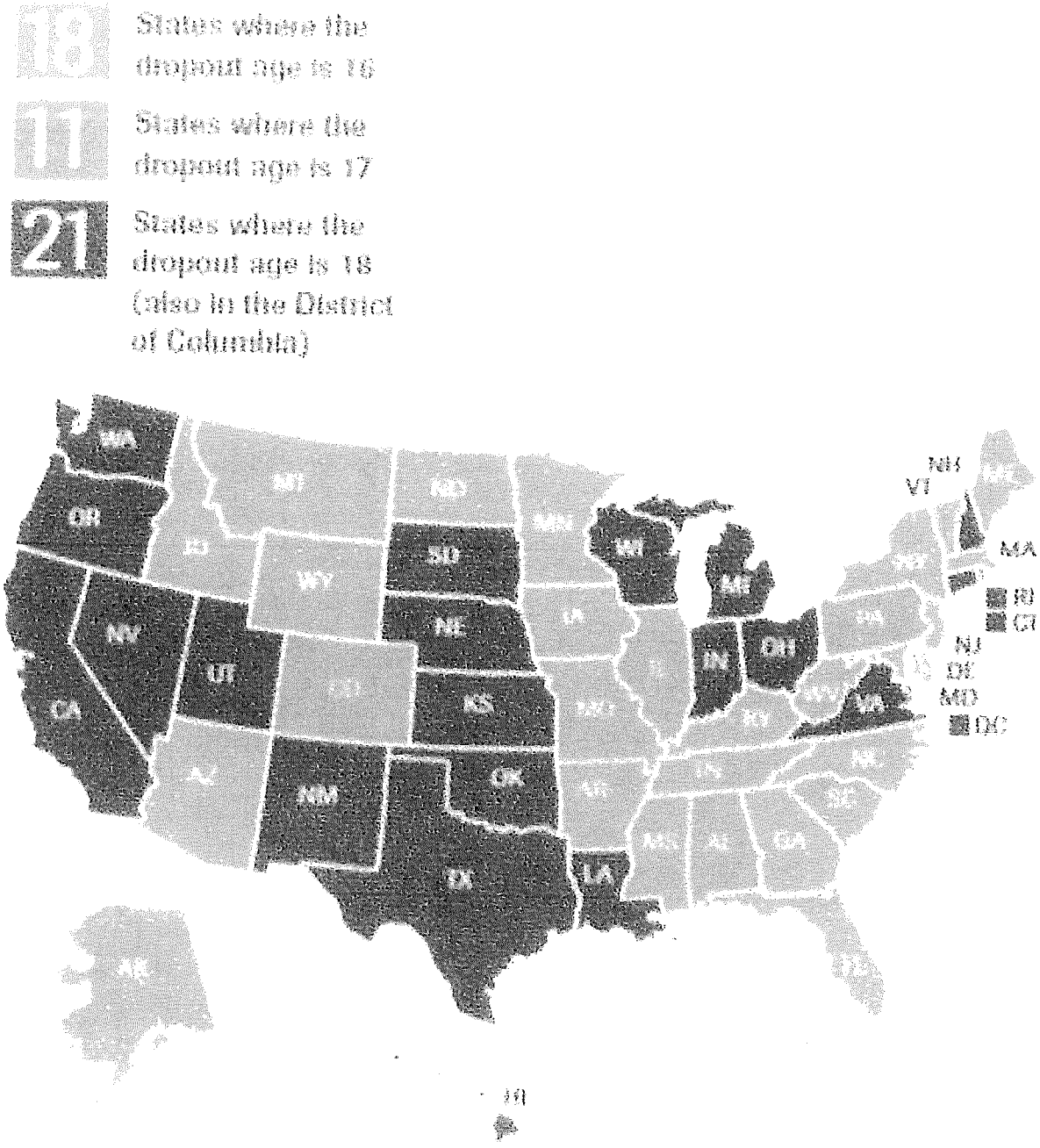
Mark A Epstein
1556 Glen Erin Dr
Mt Pleasant SC 29464
cell 843-864-9251
email; mepathfinder1@gmail.com
9-27-15

How Long Must Students Stay in School?

Students are required to attend school until age 18 in 21 states and the District of Columbia.

Three states—New Hampshire, Rhode Island, and South Dakota—raised the minimum legal dropout age within the past two years.

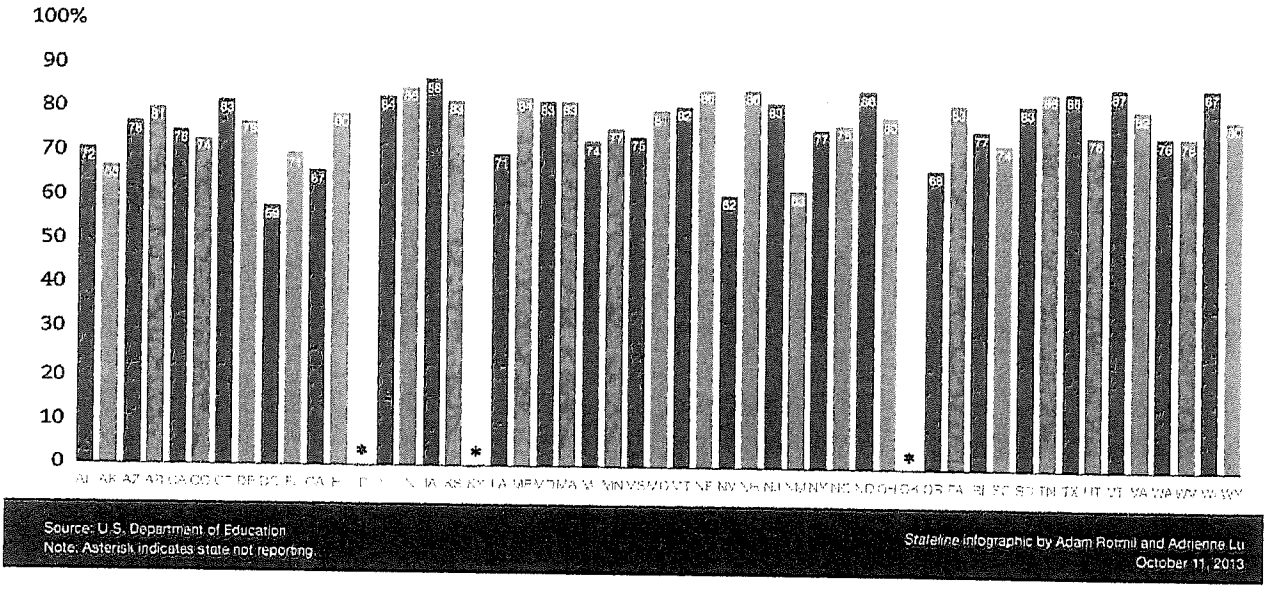
SOURCE: Education Commission of the States



STATELINE
The Daily News Service of the Pew Charitable Trusts

High School Graduation Rates

2010 to 2011, by state as percentage of all students



Source: U.S. Department of Education
Note: Asterisk indicates state not reporting.

Stateline infographic by Adam Rotmil and Adrienne Lu
October 11, 2013

NEXT POST >
ACA – A Hard Sell for Native Americans

< PREV POST
Federal Shutdown Alarms State Health Officials

PLACES
United States

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	Total	White	Hispanic	Black	Asian / Pacific Islander
Alabama	75	81	69	67	85
Alaska	70	76	70	61	76
Arizona	76	84	70	71	84
Arkansas	84	87	78	78	84
California	78	86	73	66	90
Colorado	75	82	62	66	82
Connecticut	85	91	69	73	92
Delaware	80	83	74	74	93
District of Columbia	59	86	54	58	74
Florida	75	80	73	64	89
Georgia	70	78	60	62	82
Hawaii	82	79	76	76	84
Illinois	82	89	76	68	93
Indiana	86	89	80	73	89
Iowa	89	91	77	74	89
Kansas	85	88	77	75	86
Louisiana	72	78	70	65	85
Maine	85	86	80	72	89
Maryland	84	90	73	77	93
Massachusetts	85	90	66	73	89
Michigan	76	82	64	60	87
Minnesota	78	84	53	51	74
Mississippi	75	82	79	69	90
Missouri	86	89	80	73	90
Montana	84	87	79	79	92
Nebraska	88	91	78	74	83
Nevada	63	72	54	48	74
New Hampshire	86	87	74	76	86
New Jersey	86	93	77	75	95
New Mexico	70	77	68	69	84
New York	77	87	63	63	86
North Carolina	80	85	73	75	87
North Dakota	87	90	73	76	86
Ohio	81	86	68	61	90
Oregon	68	71	60	53	79
Pennsylvania	84	89	68	68	89
Rhode Island	77	82	67	67	79

South Carolina	75 78 69 71 85
South Dakota	83 89 67 67 84
Tennessee	87 91 80 79 91
Texas	88 93 84 84 94
Utah	80 83 66 64 78
Vermont	88 88 86 72 94
Virginia	83 88 73 75 90
Washington	77 80 67 67 82
West Virginia	79 80 79 74 94
Wisconsin	88 92 74 64 89
Wyoming	79 82 67 66 86

Source: National Center for Education Statistics, Common Core of Data State Dropout and Graduation Rate Data

State High School Graduation Rates for Low Income Students

State	2012-13 Graduation Rate	2011-12 Graduation Rate	2010-11 Graduation Rate
United States Total	73.3%	72%	70%
Alabama	71.8%	66%	62%
Alaska	59.5%	59%	56%
Arizona	69.4%	71%	73%
Arkansas	80.3%	79%	75%
California	74.8%	73%	70%
Colorado	63.7%	61%	62%
Connecticut	72.1%	70%	63%
Delaware	74.2%	72%	71%
District of Columbia	58.9%	70%	58%
Florida	67.0%	65%	60%
Georgia	63.8%	61%	59%
Hawaii	78.2%	78%	75%
Idaho	-	-	-
Illinois	73.0%	73%	75%
Indiana	82.7%	85%	79%
Iowa	80.4%	80%	78%
Kansas	76.6%	76%	73%
Kentucky	85.4%	-	-
Louisiana	67.7%	66%	64%
Maine	76.9%	76%	73%
Maryland	75.8%	75%	74%
Massachusetts	73.6%	72%	70%
Michigan	63.9%	64%	63%
Minnesota	63.8%	59%	58%
Mississippi	70.2%	70%	69%
Missouri	78.0%	76%	75%
Montana	74.5%	73%	71%
Nebraska	80.9%	80%	78%
Nevada	64.0%	58%	53%
New Hampshire	75.7%	73%	72%
New Jersey	77.1%	75%	71%
New Mexico	64.7%	65%	56%
New York	67.5%	68%	69%
North Carolina	76.1%	75%	71%
North Dakota	72.0%	74%	76%

Ohio	69.6%	68%	65%
Oklahoma	79.7%	-	-
Oregon	60.4%	61%	61%
Pennsylvania	76.5%	74%	71%
Rhode Island	69.3%	66%	66%
South Carolina	70.5%	68%	67%
South Dakota	67.0%	67%	67%
Tennessee	80.7%	82%	80%
Texas	85.2%	85%	84%
Utah	72.9%	70%	65%
Vermont	75.0%	77%	77%
Virginia	74.0%	72%	70%
Washington	65.0%	66%	66%
West Virginia	73.7%	72%	69%
Wisconsin	76.6%	75%	74%
Wyoming	64.0%	65%	66%

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State High School Graduation Rates for All Students

State	2012-13 Graduation Rate	2011-12 Graduation Rate	2010-11 Graduation Rate
United States Total	81.4%	80%	79%
Alabama	80.0%	75%	72%
Alaska	71.8%	70%	68%
Arizona	75.1%	76%	78%
Arkansas	84.9%	84%	81%
California	80.4%	79%	76%
Colorado	76.9%	75%	74%
Connecticut	85.5%	85%	83%
Delaware	80.4%	80%	78%
District of Columbia	62.3%	59%	59%
Florida	75.6%	75%	71%
Georgia	71.7%	70%	67%
Hawaii	82.4%	81%	80%
Idaho	-	-	-
Illinois	83.2%	82%	84%
Indiana	87.0%	86%	86%
Iowa	89.7%	89%	88%
Kansas	85.7%	85%	83%
Kentucky	86.1%	-	-
Louisiana	73.5%	72%	71%
Maine	86.4%	85%	84%
Maryland	85.0%	84%	83%
Massachusetts	85.0%	85%	83%
Michigan	77.0%	76%	74%
Minnesota	79.8%	78%	77%
Mississippi	75.5%	75%	75%
Missouri	85.7%	84%	81%
Montana	84.4%	84%	82%
Nebraska	88.5%	88%	86%
Nevada	70.7%	63%	62%
New Hampshire	87.3%	86%	86%
New Jersey	87.5%	86%	83%
New Mexico	70.3%	70%	63%
New York	76.8%	77%	77%
North Carolina	82.5%	80%	78%
North Dakota	87.5%	87%	86%

Ohio	82.2%	81%	80%
Oklahoma	84.8%	-	-
Oregon	68.7%	68%	68%
Pennsylvania	85.5%	84%	83%
Rhode Island	79.7%	77%	77%
South Carolina	77.6%	75%	74%
South Dakota	82.7%	83%	83%
Tennessee	86.3%	87%	86%
Texas	88.0%	88%	86%
Utah	83.0%	80%	76%
Vermont	86.6%	88%	87%
Virginia	84.5%	83%	82%
Washington	76.4%	77%	76%
West Virginia	81.4%	79%	78%
Wisconsin	88.0%	88%	87%
Wyoming	77.0%	79%	80%

SOURCE: U.S. Department of Education, EDFacts/Consolidated State Performance Reports

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Programs That Do Not Require...

High School Diploma or GED (must be 18 or older)

Automotive Servicing

Automotive Brakes and Alignment Specialist

Automotive Engine Performance Specialist

Automotive Engine Repair Specialist

Automatic Transmissions Repair Specialist

Air Conditioning/Refrigeration Mechanics

Basic Machining

Basic Industrial Work Skills

Electrician: Automated Controls

Electrician: Construction

Electrician: Industrial

Golf Course Maintenance

Industrial Mechanic

Landscape Design

Landscape Management

Aircraft Assembly

Welding Gas Tungsten Arc

Welding Gas Tungsten Arc Advanced

Welding Shielded Metal Arc

Welding Shielded Metal Arc advanced

Welding Gas Metal Arc & Flux Cored Arc

Welding Gas Metal Arc & Flux Cored Arc Advanced

7

South Carolina General Assembly
118th Session, 2009-2010

Download This Bill in Microsoft Word format

~~Indicates Matter Stricken~~
Indicates New Matter

H. 3866

STATUS INFORMATION

General Bill
Sponsors: Reps. J.H. Neal and Howard
Document Path: l:\council\bills\gjk\20220sd09.docx

Introduced in the House on April 1, 2009
Currently residing in the House Committee on **Education and Public Works**

Summary: High School Dropout Prevention Act of 2009

HISTORY OF LEGISLATIVE ACTIONS

Date	Body	Action Description with journal page number
4/1/2009	House	Introduced and read first time HJ-105
4/1/2009	House	Referred to Committee on **Education and Public Works** HJ-105

View the latest legislative information at the LPITS web site

VERSIONS OF THIS BILL

4/1/2009

(Text matches printed bills. Document has been reformatted to meet World Wide Web specifications.)

A BILL

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-18-510 SO AS TO ENACT THE "SOUTH CAROLINA HIGH SCHOOL DROPOUT PREVENTION ACT OF 2009" SO AS TO PROVIDE THAT ANY HIGH SCHOOL STUDENT DURING A SCHOOL YEAR WHO HAS CUMULATIVELY FAILED TO PASS AT LEAST TWO UNITS OF INSTRUCTION REQUIRED FOR A HIGH SCHOOL DIPLOMA IN THE STUDENT'S PROGRAM OF STUDY OR WHO HAS SCORED IN THE TWENTY-FIVE PERCENTILE OR LOWER ON APPLICABLE END-OF-YEAR ASSESSMENT TESTS MUST MEET WITH HIS HIGH SCHOOL GUIDANCE COUNSELOR AND HIS PARENTS OR LEGAL GUARDIAN BEFORE THE START OF THE NEXT SCHOOL YEAR TO REVIEW THE STUDENT'S INDIVIDUALIZED EDUCATION PLAN AND HIS ACADEMIC PROGRESS TO DETERMINE IF MODIFICATIONS IN THE PLAN OR CHANGES IN THE STUDENT'S PROGRAM OF STUDY ARE REQUIRED IN ORDER TO ALLOW THE STUDENT TO ACHIEVE GREATER EDUCATIONAL BENEFITS AND ALSO TO PREVENT THE STUDENT FROM DROPPING OUT OF SCHOOL; TO AMEND SECTION 59-63-230, RELATING TO NOTIFICATION TO PARENTS OR LEGAL GUARDIAN OF A PUPIL WHO HAS BEEN SUSPENDED FROM A CLASS OR SCHOOL AND CONFERENCES IN REGARD TO THE SUSPENSION WITH THE STUDENT'S PARENTS OR LEGAL GUARDIAN WHICH ARE AVAILABLE WITH SCHOOL ADMINISTRATORS, SO AS TO REQUIRE THE CONFERENCE TO BE HELD AND FURTHER PROVIDE FOR THE INFORMATION TO BE COVERED AT THE CONFERENCE; TO AMEND SECTION 59-65-10, RELATING TO THE RESPONSIBILITY OF PARENTS OR A LEGAL GUARDIAN TO CAUSE THEIR CHILD TO ATTEND SCHOOL DURING CERTAIN AGES, SO AS TO PROVIDE THAT A CHILD WHO HAS NOT ATTAINED THE AGE OF NINETEEN RATHER THAN SEVENTEEN AND WHO HAS NOT GRADUATED FROM HIGH SCHOOL IS REQUIRED TO ATTEND SCHOOL.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. This act is known and may be cited as the "South Carolina High School Dropout Prevention Act of 2009".

SECTION 2. Article 5, Chapter 18, Title 59 of the 1976 Code is amended by adding:

"Section 59-18-510. In addition to the other requirements of law, any high school student during a school year who has cumulatively failed to pass at least two units of instruction required for a high school diploma in the student's program of study as required by Section 59-39-100 or who has scored in the twenty-five percentile or lower on applicable end-of-year assessment tests must meet with his high school guidance counselor and his parents or legal guardian before the start of the next school year to review the student's individualized education plan and his academic progress to determine if modifications in the plan or changes in the student's program of study are required in order to allow the student to achieve greater educational benefits and also to prevent the student from dropping out of school. If the student's parents or guardian after request does not attend the meeting, the guidance counselor shall meet with the student alone and shall forward a written summary of the meeting together with any recommendations by mail to the parents or guardian."

SECTION 3. Section 59-63-230 of the 1976 Code is amended to read:

"Section 59-63-230. When a pupil is suspended from a class or a school, the administrator shall notify, in writing, the parents or legal guardian of the pupil, giving the reason for ~~such~~ the suspension and setting a time and place ~~when the administrator shall be available~~ for a conference with the parents or guardian and requesting the parents or guardian to attend. The conference shall be set within three days of the date of the suspension. At the conference, the administrator also shall advise the parents or legal guardian of what measures are available to help the pupil keep up his academic work with the goal of preventing the pupil from later dropping out of school. After the conference the parents or legal guardian may appeal the suspension to the board of trustees or to its authorized agent."

SECTION 4. Section 59-65-10 of the 1976 Code is amended to read:

"Section 59-65-10. (A) All parents or guardians shall cause their children or wards to attend regularly a public or private school or kindergarten of this State which has been approved by the State Board of Education or a member school of the South Carolina Independent Schools' Association or some similar organization, or a parochial, denominational, or church-related school, or other programs which have been approved by the State Board of Education from the school year in which the child or ward is five years of age before September first until the child or ward attains his ~~seventeenth~~ nineteenth birthday or graduates from high school. A parent or guardian whose child or ward is not six years of age on or before the first day of September of a particular school year may elect for their child or ward not to attend kindergarten. For this purpose, the parent or guardian shall sign a written document making the election with the governing body of the school district in which the parent or guardian resides. The form of this written document must be prescribed by regulation of the Department of Education. Upon the written election being executed, that child or ward may not be required to attend kindergarten.

(B) Each school district shall provide transportation to and from public school for all pupils enrolled in public kindergarten classes who request the transportation. Regulations of the State Board of Education governing the operation of school buses shall apply."

SECTION 5. This act takes effect upon approval by the Governor.

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This web page was last updated on Monday, October 10, 2011 at 12:22 P.M.

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S.C. House Bill Would Raise Student Dropout Age

by Rick Brundrett
Feb. 13, 2012, 6 a.m.

Students would be required to attend school until they are 18 years old instead of 17 under an S.C. House bill introduced last week.

"When you consider the fact that you have so many young people under the age of 18 who are dropping out of school, it's certainly not doing anything for the community, for society or for our state," Rep. Curtis Brantley, D-Jasper and a co-sponsor of the bill, told *The Nerve.*

"If we are the door keepers, if you please, for the well-being of our children," the retired Jasper County School District superintendent continued, "then we need to act in their best interests. They (children) cannot see many of the pitfalls down the road."

State Superintendent of Education Mick Zais opposes the bill (H. 4727).

"Students don't decide to drop out when they reach high school," Zais spokesman Jay Ragley said in a written response to *The Nerve.* "If we want to improve the state's 73.6% graduation rate … Dr. Zais believes we need to focus on the basic skills of reading, writing and arithmetic in elementary school."

"In addition," Ragley continued, "Dr. Zais doesn't believe a student should be forced to attend a failing school. But the legislation would do just that. Dr. Zais has strongly advocated for more choices for parents and students. That should have been the issue the General Assembly should be focused on right now."

Contacted last week, Debbie Elmore, spokeswoman for the South Carolina School Boards Association, told *The Nerve* in a written response that the bill "presents an interesting question that our membership has been asking for several years."

"On one hand, the state penalizes schools (on school district report cards) for students who drop out before they graduate," she said, "but the state laws allow them to do so if they are 17."

Efforts last week to reach the bill's main sponsor, Rep. Jerry Govan, D-Orangeburg, were unsuccessful. The legislation, which has 15 co-sponsors, has been referred to the House Education and Public Works Committee, of which Govan is a member.

Meanwhile, another House bill (H. 3164) that would require high school students to stay in school to keep their driver's licenses advanced last week out of a Senate Education subcommittee. The bill, sponsored by Rep. Tom Young, R-Aiken, passed the House last year.

As of 2002, at least eight states required students to attend school through age 17; 12 states and the District of Columbia required it for 18-year-olds, according to information from the U.S. Department of Education. South Carolina and neighboring Georgia and North Carolina were among the majority of states requiring attendance through age 16, though states varied as to the mandatory starting age.

In South Carolina, the required starting age is 5. Govan's bill would allow students to graduate from high school before they turn 18.

State law allows certain exceptions to dropping out before age 17, including situations in which a child completes the 8th grade and is determined by a court to be "legally and gainfully employed" and "whose employment is further determined by such court to be necessary for the maintenance of his home."

Another exception in the law allows a 16-year-old student to drop out if his "further attendance in school ... is determined by a court of competent jurisdiction to be disruptive to the educational program of the school, unproductive of further learning, or not in the best interest of the child, and who is authorized by the court to enter in suitable gainful employment under the supervision of the court until age seventeen is obtained."

The dropout rate is not the only factor affecting a school's graduation rate, and there have been conflicting opinions in recent years about the Palmetto's State overall graduation rate.

As of the 2009-10 school year, the latest year for which data were available, South Carolina's high school dropout rate was 2.9 percent, according to an S.C. Department of Education report. In that year, 6,265 out of 212,790 students in grades nine through 12 dropped out.

Of the dropouts, 27 percent left school in the 9th grade, 29 percent in the 10th grade, 25 percent in the 11th grade, and 19 percent in the 12th grade, according to the report.

The dropout rate rose slightly to 3.9 percent in 2007-08 but declined to 3.4 percent in 2008-09 and 2.9 percent in 2009-10, the report noted.

Nationally, South Carolina's dropout rate in 2008-09 was below the national average of 4.1 percent, according to U.S. Department of Education figures.

The S.C. Department of Education report shows that in the 2009-10 school year, the state's highest dropout rates were concentrated primarily in poorer, rural school districts.

Colleton County School District led the state that year with a 7 percent dropout rate, followed by the Laurens 55 (6.9 percent), Lexington 3 (6.4 percent), Spartanburg 7 (6.3 percent) and Clarendon 3 (6 percent) districts.

Contacted last week, Laurens 55 Superintendent Billy Strickland told *The Nerve* that his district's current dropout rate is "probably a little more than 4 percent," though he added, "That's too high."

"Our dropout rate should be zero; that should be the ultimate goal," he said.

Strickland attributed his district's dropout rate in part to the area's high unemployment rate, which he said leads to "transiency." He also said if parents "don't value education," their children often will follow suit.

Strickland said mentoring programs have been started in his district to help lower the dropout rate.

Asked about Govan's bill, Strickland said he couldn't offer an opinion until he had the chance to study it more, though he added, "We need to make sure that no unintended consequences take place."

The bill doesn't provide for any penalties if 17-year-old students are truant, though Brantley said an amendment likely will be added allowing criminal charges to be filed against parents or guardians who knowingly permit their 17-year-old children to be absent from school.

"A little pressure will be applied to the parents," Brantley said. "That's going to be the next step."

Under current law, parents or guardians who refuse to let their children attend school can be fined up to $50 or jailed up to 30 days upon conviction. Children who skip school without their parents' or guardians' knowledge can be charged under state law with truancy as juveniles.

Reach Brundrett at (803) 254-4411 or rick@thenerve.org.

K-12 Legislation

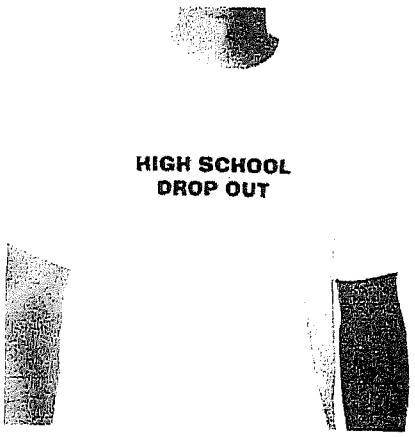
Rep. Jerry Govan S.C. Department of Education Rep. Tom Young S.C. Superintendent of Education Mick Zais dropout rates South Carolina School Boards Association Rep. Curtis Brantley

Educating South Carolina

Where educators and others can share ideas about the past, present and future of public education in South Carolina, as well as programs and policies impacting the lives of South Carolina's children and their educators.

Friday, April 1, 2011

Bill proposes to leave high school dropouts idle in the streets



Again, South Carolina lawmakers propose to criminalize poverty and the poor judgment that stems often from few options. Consider the plight of teenagers growing up in poverty -- this isn't difficult; there are hundreds of thousands of them -- who see one big difference between attending high school classes Monday through Friday and holding down a "right-to-work-for-less" job at a fast food restaurant or a local body shop: a paycheck. All they need is a set of wheels and gas money.

Not so fast.

> South Carolina legislators are debating whether to suspend driving licenses of students who drop out of school. Educators in the area are split on the bill's effectiveness. The bill, which was considered Wednesday in a House subcommittee, provides for suspending the license of a teen who leaves school, is expelled or accumulates more than seven unexcused absences.
>
> Schools would be required to report the absences of 15- to 17-year-olds to the Department of Motor Vehicles.

Thirty seconds of an internet search tells me that

> S.C. compulsory education code sets the age at 17. Exceptions in the code allows a minor to leave school at age 16 with approval from the court of jurisdiction. (S.C. Code, Education, Article 1, Sect: 59-65-10(A) to Sect: 59-65-30 (C)

So even sixteen-year-olds can legally leave school enrollment under current state law, but the new proposal would leave that sixteen-year-old cooling his heels on the porch or driving without a license.

And does anyone else share my view that schools and school districts have enough to do without reporting student absences to the Department of Motor Vehicles? The same lawmakers who shout so loudly against a "nanny state" seem to love making schools play the nanny when it suits them.

> Devon Smith, principal of Crescent High School in Iva-based Anderson School District 3, said he thought the proposal didn't meet the needs of the student.
>
> "It's just not nearly as simple as the legislators think. There are a lot of other issues surrounding why kids drop out of school," Smith said. "What if that child has to work to support the family? How are they going to do that if they lose their license?"
>
> Smith said his school's dropout rate, or the number of students the school cannot account for at the end of their senior year, is 3.5 percent, or about seven students. The bill would not help students as much as it would hinder schools, he said.
>
> Ralph Dillingham, principal of the Anderson County Alternative School, said the move sounded like another layer of bureaucracy.
>
> "I think the idea is good to try to encourage kids in school," Dillingham said. "But the enforcement of that is just another something the schools would be required to do. That would be my only concern. Is it the right place to try to enforce this? It seems to me the burden for supervising this would fall to schools but there wouldn't be any more resources to

When educators organize, educators & students win.

Is something happening in your school, school district or county that should be shared with educators across South Carolina? Is your local media covering, or not covering, an important issue? Email your notes to *EducatingSouthCarolina* at *gmail* dot *com*.

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"I have an exalted idea of the importance of your profession. ... You fashion the thinking of the children of our State. You influence their lives. I believe you have at heart the future of your pupils, as well as your own future."
Governor James F. Byrnes, March 16, 1951

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oversee it with."

The Anderson County Alternative School provides a middle school and high school setting for students across the county who have been expelled and chose to attend the school.

Dillingham said he was not familiar with the particulars of the bill, but felt it would be unfair to penalize students like those in his school who are technically expelled, but are attending school.

I want students to stay in school and graduate, too. But I've known plenty of students whose family suffered when a single parent suffered an illness, had no insurance, and lost a job in our right-to-work-for-less state. Such students, even at age 15 or 16, find that budget cuts to public assistance mean the Hamburger Helper doesn't stretch very far, and that even a menial job at McDonald's comes with perks like meals. Who's the criminal? We, who agree to cutting holes in the social safety net we pretend to hold up for the poorest and weakest among us, or the teenagers who choose a paying job over remedial reading?

Difficult question. But I'm not ready to criminalize poverty just yet.

Posted by Educating South Carolina at 3:46 PM

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Labels: drivers license, high school dropout

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Kentucky is 1st State to Answer Obama's Call to Raise Dropout Age to 18

President Barack Obama called for every state to raise the legal age students can drop out of high school to 18 last year. But states haven't been quick to make any changes.

BY DYLAN SCOTT | JULY 15, 2013



Dylan Scott
Dylan Scott is a GOVERNIN writer.

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Last January, President Barack Obama called on every state to increase the age at which a student could drop out of school to 18. There wasn't a flurry of action after the president's decree, but last week, Kentucky set itself up to be one of the first states to make the move, increasing its mandatory school age from 16 to 18.

The process was a little convoluted. The bill passed in March included a trigger: If 55 percent of the state's school districts voluntarily increased their dropout age, then the requirement would automatically apply statewide by the 2017-2018 school year. June 25 was the first day that school boards in Kentucky could adopt the new dropout age and, after a strong public push from Gov. Steve Beshear that included $10,000 planning grants for the first 96 schools to adopt the change, the 55 percent threshold was reached on July 9. As a result, the dropout age will rise to 18 in all of Kentucky over the next five school years.

The districts that volunteered will implement the increase in 2015-2016, becoming the first in the nation to make a change after Obama's speech. Beshear praised the change, as raising the dropout age had been a priority of the governor's since he came into office in 2007.

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"We know that keeping our students in school will not only offer them a better future," Beshear said in a statement, "but will ensure that Kentucky has a better-trained, better-prepared workforce that will benefit the state for decades to come."

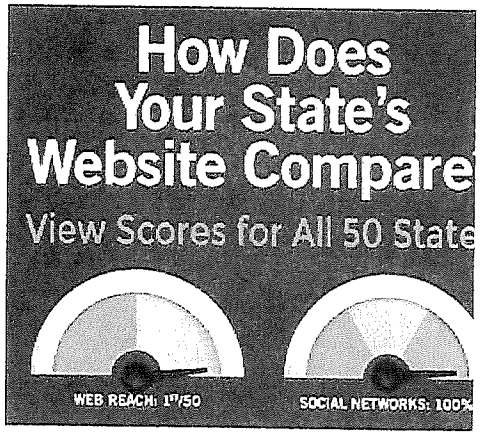
The administration first called for a bill increasing the dropout age back in 2008, so Beshear's endorsement wasn't explicitly linked to Obama's State of the Union mandate. Kerri Richardson, a Beshear spokeswoman, says the 2013 legislation finally secured passage of the proposal by the GOP-controlled general assembly because it included the trigger provision, whereas previous bills had immediately required the new dropout age to go into effect statewide, which had drawn opposition from Republicans.

"It was a long time coming. There have been a lot of concerns about how it would be implemented," Richardson says. "We're ecstatic that it's going to happen."

As of now, 22 states and the District of Columbia require school attendance until age 18, 11 require it until age 17 and 17 require it until age 16. Most state laws include exceptions for physical and mental health conditions, as well as parental permission to drop out.

Maryland lawmakers passed a dropout bill last year, implementing the change in two steps: the dropout age increases from 16 to 17 in the 2015-2016 school year and then to 18 in the 2017-2018 school year.

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Stateline

Massachusetts Debates Raising School Dropout Age to 18

October 11, 2013

By Adrienne Lu

Massachusetts is the latest state to consider raising the dropout age for students to 18 in an effort to improve graduation rates.

A bill, sponsored by Democratic state Sen. Sonia Chang-Diaz, would also standardize use of an early warning system that would alert school administrators when a student might be at risk for dropping out. The state would also provide funding for schools to establish graduation coaches, following in Georgia's footsteps.



Students walk in a Washington High School hallway in Sioux Falls, S.D. More teens are showing up in classrooms and courtrooms since South Dakota raised its compulsory school attendance age from 16 to 18. (AP)

Eighteen other states and the District of Columbia already set the minimum dropout age at 18, according to the Education Commission of the States. The other states set the maximum age of mandatory attendance at 16 or 17.

"We have 70 percent of our jail and prison population people who have dropped out of high school," Chang-Diaz said, adding that 70 percent of jobs in the near future will require some postsecondary education. "If we are not graduating all of our students, we are setting ourselves up for some serious economic problems

down the road."

Last year, a bill in Massachusetts with the same provisions cleared the joint education committee but did not advance. Some school superintendents expressed concerns that keeping students in school beyond 16 years old would require additional resources and not just a higher dropout age.

Chang-Diaz said she suspected that some in the state did not feel it was urgent to address the dropout problem because the statewide dropout average rate masks the extent of the problem in some pockets. In 2011-12, the most recent year available, the state's dropout rate was 2.5 percent, according to the state education department.

Allowing students to drop out at a younger age sends the message that it's acceptable for students to leave school before they can support themselves, according to Robert Balfanz, a national expert on dropping out and co-director of the Everyone Graduates Center at Johns Hopkins University. "It's hard to believe in the 21st century we'd be sending that message to our kids."

An early warning system for staff, such as the proposal in the Massachusetts bill brought to public hearing this week, is an important tool in tackling the dropout rate, Balfanz said.

President Barack Obama called on states to raise the maximum age of compulsory attendance to 18 in his State of the Union address last year. According to the National Education Association, 14 states raised the age from 2002 to 2011.

A number of states adjusted the age of compulsory attendance this year, according to Marga Mikulecky, a policy analyst with the Education Commission of the States. Beginning in 2015-2016, Kentucky will allow school districts to raise the dropout age from 16 to 18. Under the new law, when 55 percent of school districts raise the age to 18, every school district will be required to follow.

Some states are also changing when students begin school. Illinois lowered the compulsory school age from 7 years old to 6, effective next school year. Iowa lowered the compulsory age to 4 years old for children enrolled in a statewide preschool program.

As of April, Connecticut, New Mexico, Oklahoma, Virginia and the District of Columbia required students to be in school for the longest —13 years.

Nearly half of states allow children from ages 14 to 18 to be exempt if they meet certain requirements, such as having their parents' permission, a job or a physical or mental condition that makes attending school infeasible.

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EDUCATION WEEK

Published Online: February 7, 2012
Published in Print: February 8, 2012, as **States Mull Obama's Call to Raise Compulsory-Attendance Age**

Obama Rekindles State Debates on Dropout Age

But experts warn it will take more than new laws to put a real dent in dropout rates

By Lesli A. Maxwell

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President Barack Obama's call for every state to require school attendance until age 18 may spark a flurry of action in some statehouses, but changing attendance laws will do little by itself to drive down the nation's dropout rates, experts on the issue say.

In his State of the Union address last month, President Obama said states should require that "all students stay in high school until they graduate or turn 18," and said that when students aren't allowed to drop out, "they do better."

Twenty-one states and the District of Columbia already require students to remain enrolled until they are 18 years old, while 11 others require attendance until age 17, according to the Denver-based Education Commission of the States. The other 18 states still use the traditional age of 16 as their attendance requirement, though lawmakers in several of those states have tried unsuccessfully in recent years to raise it.

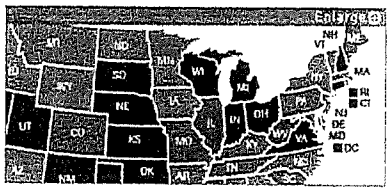
While bumping up the compulsory-attendance age in state laws sends a strong message to students and parents about the obligation to remain in school, experts and educators alike say that states and districts won't make much of a dent in their dropout problem without comprehensive strategies for making school engaging and relevant and for spotting and addressing early signs of dropping out.

"The president is saying that we shouldn't give up on kids as soon as they turn 16, and that we should all see it as our responsibility that they graduate," said Hedy Chang, the director of the San Francisco-based Attendance Works, a national effort to combat chronic absenteeism. "But it's not enough to just say, 'Do as I say.' Schools have to answer the question of why it matters for these students to be there."

How Long Must Students Stay in School

Students are required to attend school until age 18 in 21 states and the District of Columbia.

Three states—New Hampshire, Rhode Island, and South Dakota—raised the minimum legal dropout age within the past two years.



SOURCE: Education Commission of the States

Since the president's Jan. 24 speech, at least four states—Illinois, Massachusetts, Minnesota, and New Jersey—have begun debating raising their attendance-age requirements, while Kentucky Gov. Steven L. Beshear, for the third straight year, is calling on lawmakers in that state to raise the attendance age from 16 to 18.

National Picture

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Nationwide, roughly 3 million young people between the ages of 16 and 24 are dropouts because they do not have high school diplomas or General Educational Development credentials, nor are they enrolled in school, according to federal data released in October. That number represents 8.1 percent of the people in that age range.

In spite of billions of dollars in government and private spending aimed at well-intentioned and ambitious efforts to stem the tide of dropouts, the national graduation rate is worse now than it was 40 years ago, despite some recent progress, said Russell W. Rumberger, an education professor at the University of California, Santa Barbara, and the director of the California Dropout Research Project.

Raising the required attendance age can help "on the margins," Mr. Rumberger said, but it places the focus on extrinsic motivation, rather than intrinsic motivation.

"You can legally force these kids to be in school a couple of years longer, but many of them face the same barriers to earning credits and passing an exit exam to actually graduate," he said. "So what ends up happening is that you prevent them from leaving at 16, but they still may never graduate."

Daria Hall, the director of K-12 policy at the Education Trust, a Washington-based advocacy group for the educational needs of poor children, said compulsory-attendance laws put all the responsibility on students.

"We do need to hold our young people accountable for not dropping out," she said, "but we have to also hold schools accountable for ensuring that students have the supports, the engagement, and the rigor that we know matters for keeping kids in school and succeeding."

In some states with a compulsory-attendance age of 17, such as Tennessee and West Virginia, lawmakers have tried to up the incentive for staying in school by requiring students to attend until age 18 to retain their driving privileges, according to 2010 data from the Everyone Graduates Center at Johns Hopkins University.

The National Conference of State Legislatures, a Denver-based nonpartisan research and policy organization, issued a report in early 2011 with lengthy recommendations on how state lawmakers could most effectively address the dropout problem. Among them was raising the attendance age to 18 and making that requirement more meaningful by tying it to driving privileges and work permits. The report also suggested that states require that students who withdraw from school before graduating receive information on the economic consequences of dropping out and how they can still complete a diploma if they do leave school.

A Case Study

In New Hampshire, lawmakers and state education officials began tackling the state's dropout problem in 2005.

Working with Robert Balfanz, the director of the Everyone Graduates Center at Johns Hopkins and one of the nation's leading experts on dropouts, state education leaders identified the schools and communities with the largest problem, said Paul Leather, the deputy education commissioner in New Hampshire.

Teachers and administrators were then trained on how to spot warning signs that students might be headed for dropping out—chronic absences, for example—and to intervene with those students right away. That early-warning system is now used by schools statewide, Mr. Leather said.

It wasn't until four years later, in July 2009, that the state's mandatory attendance age rose from 16 to 18.

"We framed it as a moral imperative for everyone: the community, parents, kids and educators," Mr. Leather said. "The attitude before had been that if a student makes it through to graduation, then great, and if they don't, it's their personal decision."

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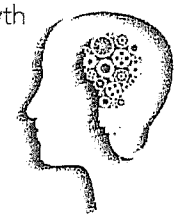
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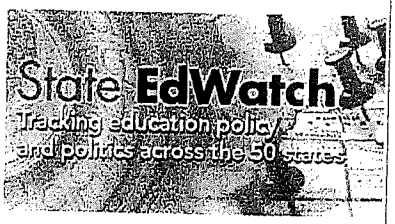
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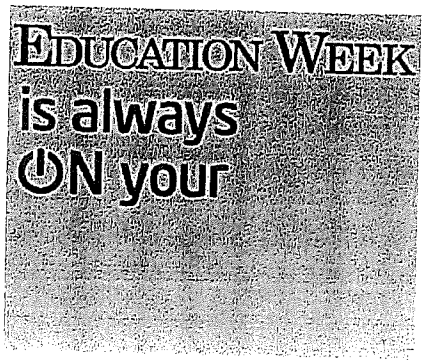
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But raising the attendance age by itself would have been mostly useless, Mr. Leather said. The most significant factors in driving down the dropout rate have been the creation of multiple pathways to graduation, making the state's programs in career and technical education and adult education more accessible and setting up "personalized" learning plans that allow students to earn credits for what Mr. Leather calls "anytime, everywhere learning," or extended learning opportunities.

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"We had a young man in one of our rural high schools who wanted to join the military, but he couldn't pass his senior social studies class," Mr. Leather said. "So his teachers created an extended-learning opportunity for him in which he worked with a military recruiter and wrote an analysis of who joins the military and presented it as a report.

"That earned him the credit he needed," he said, "and it was a meaningful learning experience for him."

To support students who are participating in extended-learning opportunities, most of New Hampshire's high schools now have a dedicated coordinator, whose sole job is to develop and oversee such plans for students.

For the 2010-11 school year, the cohort rate for New Hampshire students who had dropped out of school and did not earn a GED was 3.3 percent, down from 4.4 percent the previous school year. A 2010 report by Mr. Balfanz's center notes that, of the six states that raised the compulsory-attendance age between 2002 and 2008, two—Illinois and South Dakota—saw an increase in their high school graduation rates. Only Nevada experienced a graduation-rate decrease.

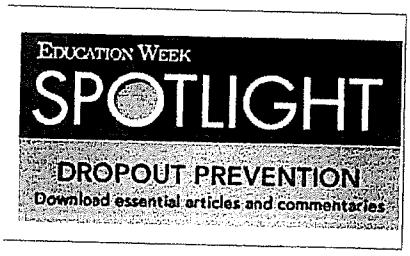
Opposition Remains

Whether President Obama's exhortation to states will gain any traction remains to be seen. Setting school attendance requirements has traditionally been the purview of states and local districts, and many efforts have run into fierce opposition to budging from an attendance age of 16. A major reason is cost and issues around local control of schools. As with many state mandates on public education, school districts become responsible for carrying out the endeavor without additional resources to do so, said Jennifer Dounay Zinth, a senior policy analyst at the ECS. That's also been the case with mandatory attendance laws.

After two failed attempts in Kentucky to move the mandatory attendance age from 16 to 18 statewide, lawmakers there are now attempting to increase the age requirement by passing legislation that would allow local school districts to set the age requirement. When New Hampshire lawmakers first attempted to raise the attendance age, the effort failed because "people realized that just raising the age alone wasn't going to bring us much success," Mr. Leather said.

Still, since 2000, nine states have raised the compulsory-attendance age to 18, said Ms. Dounay Zinth.

But all of them have also adopted other strategies to stem dropouts, which makes the change to the age requirement "very hard to isolate as a sole driving factor" in any decreases in their dropout rates, Ms. Dounay Zinth said. Rhode Island became the most recent adopter of the requirement last year, raising its legal minimum dropout age from 16 to 18.



The New York Times

EDUCATION

Obama Wades Into Issue of Raising Dropout Age

By TAMAR LEWIN JAN. 25, 2012

President Obama's State of the Union call for every state to require students to stay in school until they turn 18 is Washington's first direct involvement in an issue that many governors and state legislators have found tough to address.

While state legislative efforts to raise the dropout age to 18 have spread in recent years, many have had trouble winning passage. Last year, for example, such legislation was considered in Alaska, Illinois, Kentucky, Maryland and Rhode Island — but only Rhode Island actually changed its law.

"Efforts to raise the age usually come up against the argument that requiring students to stay in school when they no longer want to be there is disruptive to other students and not fair to the teacher," said Sunny Deye, a senior policy analyst at the National Conference of State Legislatures. "Home-school groups often oppose raising the compulsory attendance age, and especially now, in this budget crunch, there are major concerns about the fiscal impact."

In Kentucky, where the dropout age of 16 was set in 1934, legislation to move the age to 18 has failed twice. Gov. Steven L. Beshear's State of the State message this month made another push.

The dropout age, historically set at 16 in most of the nation, has been edging up. Currently, 21 states and the District of Columbia have compulsory attendance until 18, and 11 others require attendance until age 17.

Given that Washington provides only about 10 percent of education financing, the federal government's effort to dictate policy in an area that has always been left to the states may raise hackles.

"I will concede that having the federal government decree this, that's going to stick hard with some people," said Bob Wise, president of the Alliance for Excellent Education, which supports the proposal. "But with almost a third of our students dropping out of high school, we have an economic crisis and we need to be sending a stronger message about the importance of education."

And, he said, it would not be hard for the federal government to incentivize the higher age requirement by making it a condition of states' getting Race to the Top grants or other federal education money.

Several economists, over two decades, have found that higher dropout ages improve not only graduation rates but entrance to higher education and career outcomes. "The evidence is quite robust that raising the school-leaving age increases educational attainment," said Philip Oreopoulos, an economics professor at the University of Toronto, whose study found, however, that exceptions to the law, lenience in enforcement and weak consequences for truancy could all interfere with an increase. "Ideally, you use both a carrot and stick approach, so that if students have to stay in school longer you're also providing wider curriculum options that might interest them."

In a 2010 report on the dropout problem, Robert Balfanz, a research scientist at Johns Hopkins University, found that of the six states that increased the compulsory school age from 2002 to 2008, two — Illinois and South Dakota — experienced increases in their graduation rates, and one, Nevada, had a decline.

"It's symbolically and strategically important to raise the age to 18, but it's not the magical thing that in itself will keep kids in school," Dr. Balfanz said.

Most policy experts warn that to prevent dropouts, schools need a broad range of supports for struggling students, as far back as the middle grades.

"There's a whole array of reasons students drop out: teen pregnancy, financial obligations, detachment from the school environment, boredom, feeling the curriculum has no relevance in the real world," said Jennifer Dounay Zinth, a senior policy analyst at the Education Commission of the States. "Schools need to intervene quickly if there are warning flags."

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An NEA policy brief

Raising Compulsory School Age Requirements: A Dropout Fix?

"Any young person without a high school diploma is at a severe disadvantage in our high-tech labor market, with its accompanying demands for advanced education. We can't prepare students for the 21st century who aren't in school. Increasing graduation rates requires a continuum of strategies that engage students, including ensuring their presence in the classroom."

—NEA President Dennis Van Roekel

To compete in the 21st century, students will need a high school education, at a minimum. "Dropping out" before receiving a diploma is costly. Dropouts from the class of 2010 alone will cost the nation more than $337 billion in lost wages over the course of their lifetimes. [1]

Students drop out of school for a multitude of reasons. While there is no single reason to explain why students drop out, according to the Alliance for Excellent Education, research indicates that difficult transitions to high school, deficient basic skills, and a lack of engagement all serve as prominent barriers to graduation. [2] According to "Silent Epidemic: Perspectives of High School Dropouts," most students regret the decision. [3] According to state leaders, "While they understand that raising graduation rates requires a multi-pronged approach, they also understand that it is more difficult to address the problem if state law permits students to drop out of school before they reach graduation age and sends the message that they can do so." [4]

For more than a decade, states have been increasing the maximum age for school attendance. Compulsory school attendance refers to the minimum and maximum age required by each state for students to be enrolled in and attending public schools or some equivalent education program as defined by law. According to the Education Commission of the States (ECS), the vast majority of states include an added clause providing for students to be released from compulsory attendance requirements upon graduation of high school, regardless of their age. [5]

More States are Raising Compulsory Age Attendance

To date, 20 states and the District of Columbia have set the maximum compulsory school attendance age at 18. States that have successfully passed legislation to increase the compulsory attendance age to 18 include Indiana, Louisiana, Michigan, Nebraska, Nevada, New Hampshire, South Dakota, and Washington. In addition 12 states recently designated 17 as the maximum age, includingwhich includes the recent additions ofAlabama, Illinois, Missouri, North Dakota, South Carolina, and West Virginia.

Raising the compulsory education age has been touted as one of the most widely employed strategies for decreasing student dropout. [6] According to a 2007 Civic Enterprises report, "Many current state efforts to keep young people in school are dealing with the compulsory school age, because there is growing, shared understanding that raising the age requirement is also a way to raise expectations among students, their parents, school authorities, and the general public." [7]

In general, supporters of raising compulsory school ages believe that these policies will produce the following results: [8]

- Coupled with supports for struggling students, it curtails the drop-out rate (according to one study, 25 percent of potential dropouts remain in school because of compulsory schooling laws).
- It enables students to earn higher wages in the future (because they attend school longer).

- It affords students additional benefits, such as better health and better satisfaction with their lives.
- It reflects the realities of the 21st century, with an increased need for higher levels of education.
- It increases the prosperity of the states and the nation.
- It promotes social mobility by enabling students of poverty to stay in school longer and complete their education.

Opponents of increasing the maximum compulsory age argue that these policies interfere with parents' rights to make educational choices for their children. [9] Critics typically cite the burden on taxpayers and increase in the cost of education. Opponents also suggest that it represents an intrusion of the government into the lives of individuals and fails to retain students who are already disengaged from school. Critics also assert that forcing students to stay in school against their will creates disruptions in the classroom.

Emerging Lessons

Massachusetts Institute of Technology and Princeton University Economics Professors Joshua Angrist and Allan Kreuger found that approximately one-quarter of potential dropouts remain in school because of compulsory school laws. Their findings also revealed that overall enrollment rates among 16 year olds are lower in states that allow them to drop out when they turn 16.

However, states report that implementing these policies does not represent a silver bullet for instantly increasing graduation rates. States caution that "it has become clear that raising the compulsory attendance age should be only one part of a more comprehensive plan to increase graduation rates." [11] They also make the following observations:

- *Raising the compulsory attendance age is not a stand-alone policy*: Programs that support at-risk students and allow for flexible educational opportunities improve results.
- *Raising the compulsory attendance age produces mixed results:* Some states experience a dramatic increase in truancy following enactment of higher compulsory education age; the same students still failed to attend, but they were considered truant instead of being counted as dropping out. [12]

NEA Policies and Positions

NEA believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation. The Association's *12-Point Action Plan for Reducing the School Dropout Rate* calls for mandating high school graduation or equivalency as compulsory for everyone below the age of 21.

Raising Compulsory School Age Attendance Gains National Spotlight

During President Barack Obama's 2012 State of the Union, he challenged states that have not raised their compulsory school ages to require all students to stay in school until they turn 18 or graduate. According to President Obama, "when students don't walk away from their education, more of them walk the stage to get their diploma. When students are not allowed to drop out, they do better."

States that have realized success in improving graduation rates have used a variety of reforms. Most notably: making increased graduation rates a priority; creating smaller learning communities in large high schools; and raising compulsory school age. [13]

As data show, the country cannot afford the costs of students dropping out of school. The personal, social, and economic consequences of these decisions have ripple effects on families, communities, and for the nation at large. Trends indicate that more states are likely to increase their compulsory school age attendance as part of a collection of comprehensive education reforms.

State (Shaded line indicates change)	Maximum Compulsory Attendance, 2002	Maximum Compulsory Attendance, 2011
Alabama	16	17
Alaska	16	16
Arizona	16	16
Arkansas	17	17
California	18	18
Colorado	17	17
Connecticut	18	18
Delaware	16	16
District of Columbia	18	18
Florida	16	16
Georgia	16	16
Hawaii	18	18
Idaho	16	16
Illinois	16	17
Indiana	16	18
Iowa	16	16
Kansas	18	18
Kentucky	16	16
Louisiana	17	18
Maine	17	17
Maryland	16	16
Massachusetts	16	16
Michigan	16	18
Minnesota	16	16
Mississippi	17	17
Missouri	16	17
Montana	16	16
Nebraska	16	18
Nevada	17	18
New Hampshire	16	18
New Jersey	16	16
New Mexico	18	18
New York	16	16
North Carolina	16	16
North Dakota	16	17
Ohio	18	18
Oklahoma	18	18
Oregon	18	18
Pennsylvania	17	17
Rhode Island	16	16
South Carolina	16	17
South Dakota	16	18

State (Shaded line indicates change)	Maximum Compulsory Attendance, 2002	Maximum Compulsory Attendance, 2011
Tennessee	17	17
Texas	18	18
Utah	18	18
Vermont	16	16
Virginia	18	18
Washington	17	18
West Virginia	16	17
Wisconsin	18	18
Wyoming	16	16

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[11] Bahnpuri H. & Reynolds, G. (2003). Learning Point Associates. Understanding and Addressing the Issue of High School Dropout Age: Executive Summary.

[12] Illinois Task Force on Re-enrolling Students Who Dropped Out of School. Interim Report. January 2007.

[13] "Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic," Civic Enterprises, Everyone Graduates Center at Johns Hopkins University, and the America's Promise Alliance. November 2010.

Resources

Alliance for Excellent Education
http://www.all4ed.org/

Education Commission of the States
http://www.ecs.org

National Center for Educational Statistics
http://nces.ed.gov/

U.S. Department of Education
http://www.ed.gov/

2010 (PB40)
9504 | 2/2012 | 51

Charleston County SCHOOL DISTRICT
excellence is our standard

VISION 2016
CHARLESTON ACHIEVING EXCELLENCE

DRAFT

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

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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

Charleston County Legislative Delegation
Representative Peter McCoy, Chair

[Salutation]

As you know, Mr. Mark Epstein, a retired Charleston County School District Guidance Counselor, recently met with the Charleston County Board of Trustees' Strategic Education Committee to advocate for adjusting the South Carolina legal dropout age to 18. He requested our support of his efforts.

Our board strongly supports action to ensure that students through the age of 18 receive guidance and access to education and training designed to foster their success beyond high school.

Although we realize that requiring students to remain in traditional high school programs would be counter-productive for some students, we support measures that ensure students, through age 18, are meaningfully engaged in appropriate education, career training, and/or military preparation programs.

While implications of changing the required school attendance age certainly merit further study, our board supports measures that will lead to more students transitioning successfully from high school to productive post-secondary endeavors.

Respectfully submitted,

Charleston County SCHOOL DISTRICT
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BOARD AGENDA ACTION FORM (Date)			
Section:	Policy and Personnel Committee		
Subject:	Health Advisory Committee Vacancies		
Name/Department:	John F. Emerson, Office of General Counsel		
Agenda Item Number:			
Background:	Currently, the HAC has vacancies in the following categories: two Clergy, one Community, one Medical, and one Student. Advertisements ran in the Post and Courier on 10/17/15, 10/19/15, 10/23/15, 10/26/15, and 10/29/15. The advertisement was featured in the Chronicle on 10/23/15 and 10/29/15. The vacancies were announced via CCSD's Staff Weekly Update, as well as CCSD social media pages on the District's web page, Twitter and Facebook page. In addition, high school guidance directors were also provided the notice via the District's Director of K-12 Guidance and Counseling.		
Discussion:	The Policy and Personnel Committee reviewed letters of interest/resumes of potential candidates for appointment to the HAC at its December 7, 2015 meeting and is recommending the following candidates to fill the vacant HAC positions: Mr. Van Barnhill– Clergy Mr. R. Gordon Cashwell, III - Clergy Ms. April Borkman – Community Dr. Lesly Davidson - Medical		
Goals & Budget:			
This recommendation supports CCSD goal #:	Priority Goal #16 – Goal #19: Sex education delivery systems with parental choice options.		
Overall budget for implementing CCSD goal:	NA.		
Request approval for funds within that budget in the amount of $:	NA.	**Funding Source**	
		(GOF, IDEA, Title I, Capital, etc.)	
Resulting positive impact for students in our District will be:	A fully staffed Health Advisory Committee as required by state law.		
Potential impact of this decision on other budget areas will be:	NA.		
Future Fiscal Impact:	NA.		
Recommendation:	☒ **Action**	☐ **Information**	
	☒ **Open Session**	☐ **Executive Session**	

8.3A

It is hereby recommended that the Board of Trustees approve the recommendation of the Policy and Personnel Committee to fill the following HAC positions: Van Barnhill and R. Gordon Cashwell, III - Clergy, April Borkman - Community, and Dr. Lesly Davidson - Medical.		
Person(s) Responsible for Implementation:	John F. Emerson	
Superintendent's Approval:	Henrietta Pettiwait	
Board Member(s) Approval:		
Attachment(s):	☒ **Yes**	☐ **No**

	Last Name	First Name	Position Applied For	Date Rec'd	Occupation
1	Barhill	Van	Clergy or Community	10/19/2015	High School Director, East Cooper Baptist Church
2	Butler	Kimberly	Commuity	10/19/2015	Public Health Profession, Roper St. Francis
3	Rader	Mamie	Medical	10/20/2015	Nurse, CCSD Afterschool Program
4	Dr. Davidson	Lesly	Medical	10/20/2015	Dermatologist
5	Bell	David	Community	10/23/2015	Senior Control Tech., Broetje Automation USA
6	Dr. Travis	Penny	Community	10/23/2015	Retired Teacher, Reading Partners
7	Rollerson	Gail	Clergy	10/23/2015	Dist. 4 CD Board Member
8	Keeter	Heather	Community	10/26/2015	Financal Assc., East Cooper Baptist Church/PCA School
9	Johnson	Sarah	Community	10/26/2015	Community Leader, League of Women Voters
10	Alterman	Jennet	Community	10/27/2015	President & CEO of J. Robinson Alterman, LLC (Consulting Firm)
11	Dr. Murray	Dennis	Medical	10/27/2015	Retired Doctor
12	Dr. Cleaveland	Bonnie	Medical	10/29/2015	Private Practice Psychologist & Adjunct Professor @ Citadel
13	Dr. Weinstein	Louis	Medical	10/29/2015	OBGYN @ Barrier Island Free Clinic
14	Jones	Debbie	Community	10/29/2015	Retired
15	Keller	Albert	Clergy	10/29/2015	Retired Pastor

16	Moffly	Elizabeth	Community	10/29/2015	President of Moffly Construction & Real Estate, Former CCSD Board of Trustee
17	Dr. Psenka	Tam	Medical	10/30/2015	Volunteer Physician
18	Burbage	Kellyanne	Community	10/30/2015	School Library Media Specialist
19	Borkman	April	Community	10/30/2015	Program Coordinator for EMPOWERR Program @ MUSC
20	*Bailey	Dennis	Community	10/30/2015	Financial Advisor @ Heritage Trust Credit Union
21	*Cashwell, III	R. Gordon	Clergy	11/6/2015	Director of Without Walls Ministry
	*Received after the 12:00pm deadline, 10/30/15				

Charleston County SCHOOL DISTRICT
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The Charleston County School District Board of Trustees seeks community representatives (2 Clergy, 1 Community, 1 Medical, and 1 Student – being at least a junior in high school and the president of the student body) to serve on the **District's Health Advisory Committee.** Nominees must be able to attend meetingsand approved trainings for the purpose of assisting in the selection of components and curriculum materials essential in teaching reproductive health, family life education, and pregnancy prevention education as outlined in the Comprehensive Health Education Act (CHEA).

Interested volunteers should submit a resume identifying the category for which you are applying and letter of interest to the Board of Trustees by noon on October 30, 2015. Statements may be submitted by mail to Ms. SherronBrightharp, Charleston County School District, 75 Calhoun Street, Charleston, SC 29401. Statements may also be delivered to the same address, if specifically marked to the attention of Ms. Brightharp. Email submissions will also be accepted at sherron_brightharp@charleston.k12.sc.us. The email subject line should read **Health Advisory Committee**. The CCSD Board of Trustees will select and approve community representatives from the list of interested volunteers.

Van Barnhill

1075 South Shadow Drive Mount Pleasant, SC 29464 | 864-630-9408 | vanbarnhill@gmail.com

October 1, 2015

Portia Stoney
Assistant to CCSD Board of Trustees
Charleston County School District
75 Calhoun Street Charleston, SC 29401

Dear Mrs. Stoney.

I am writing to you in regards to the Health Advisory Committee and any clergy or representative positions that may be available.

I currently serve as the High School Director at East Cooper Baptist Church where I oversee a youth group of over 150 high-school students. For the past five years, I have been working and volunteering on both college and high-school campuses. The people who have had the most significant influence in my life were teachers and mentors I encountered while I was a teenager and my hope is that I would also be able to positively influence the students of today.

My work and volunteering experience has included teaching, ministry, and athletics but been primarily characterized mostly by mentoring and educating. Teams that I have been a part of and led have recognized and emphasized the value of investing in the lives of students with the hope and understanding that they would mature into adults who could have a positive impact on society and culture. With that in mind, I am always looking for new opportunities to serve our schools and students. As I review the expectations for members of the Health Advisory Committee, I think my background and experience would transfer over effectively to serve as a clergy or community representative.

I truly appreciate you reading this and giving me consideration for the available position of community representative. My hope is that I would be able to fill one of the positions in order to impact the next generation. In addition, I have attached my resume which gives a more detailed background. Please feel free to contact me if you have any questions. Thank you.

Respectfully,

Van Barnhill
High School Director
East Cooper Baptist Church

(1)

1075 South Shadow Drive
Mount Pleasant, SC 29464
864-630-9408
vanbarnhill@gmail.com

VAN BARNHILL

OBJECTIVE

To pursue a position as a clergy or community representative with the Health Advisory Committee for the Charleston County School District.

EDUCATION

THE CITADEL - CHARLESTON, SC – ENGLISH (B.A.), PHILOSOPHY (MINOR)

SKILLS & ABILITIES

Through over 5 years of full-time work on college and high school campuses, I have had the opportunity to lead teams, overseen groups of more than 150 students, and worked in partnership with the local community to be trained and equipped in the following areas: mentoring, teaching, public speaking, team-building, event-planning, fundraising, and leadership development.

EXPERIENCE

HIGH SCHOOL DIRECTOR, EAST COOPER BAPTIST CHURCH
December 2014 – Present
CAMPUS DIRECTOR, CAMPUS OUTREACH CHARLESTON
May 2010-December 2014
TEAM MEMBER, CHICK-FIL-A (KISSIMMEE, FL)
June 2009-July2009
CAST MEMBER, WALT DISNEY WORLD (ORLANDO, FL)
June 2008-July 2008
SERVER/CASHIER, LITTLE PIGS BAR-B-Q (GREENVILLE, SC)
May 2007-July 2007

LEADERSHIP

Deacon Vice-Chairman at East Cooper Baptist Church
Volunteer High School Wrestling Coach:

- Academic Magnet High School(2013-2014)
- Stall High School(2011-13)

Company Commander (cadet rank at the Citadel)
Summerall Guard Commander (cadet rank at the Citadel)

REFERENCES

TONY VINCENT
Economic Development and Key Accounts Manager, Berkeley Electrical Cooperative
843-312-0449, tonyvincent4015@gmail.com

RYAN KEIPER
Geotechnical Specialist, Terracon Consultants, Inc.
843-200-2285, keiperr1@gmail.com

October 19, 2015

Charleston County School District
Health Advisory Committee
75 Calhoun Street
Charleston, SC 29401

To Whom It May Concern:

I wish to apply for the open community position on the Charleston County School District's Health Advisory Committee as posted on the district's website. Outside of being a Charleston County School District parent, I am also an experienced Public Health professional and certified Health Education Specialist. I believe that my undergraduate degree in Exercise Science and graduate degrees in Health Promotion, Education and Behavior (with particular research interests in community health, vulnerable populations and sexual health) match the needs of this committee.

I have served as an assistant, coordinator, manager and consultant on several community- and school-based health education programs – ranging from physical activity and nutrition to sexual health and sexuality education. Please find my resume attached, which details my educational background, and these professional experiences and current affiliations. I was born in Charleston, attended Charleston County public schools, and recently returned hoping to positively contribute to my community. This position could make this a reality.

Thank you for your consideration, and do not hesitate to request additional information.

Respectfully,

Kimberly Butler Willis, MPH, CHES

(2)

KIMBERLY BUTLER WILLIS, MPH, CHES

Professional | A: 2095 Henry Tecklenburg Dr., Suite 311W, Charleston, SC 29414 | P: 843.402.1067 | E: Kimberly.Butler@rsfh.com
Personal | A: 5787 Scott White Road, Hollywood, SC 29449 | P: 803.351.1182 | E: kimebutler@hotmail.com

PROFESSIONAL PROFILE

Hard-working and dedicated with a comprehensive blend of hands-on professional and academic health promotion and education experience; Well-organized with a passion for community health promotion and access to healthcare; Skilled technical writer and creative graphic designer; Social butterfly with a great sense of humor and strong work ethics

EDUCATION/CERTFICATION

Doctor of Public Health (abd), Health Promotion, Education, and Behavior — *Aug 2008 – present*
Arnold School of Public Health, University of South Carolina — **Columbia, SC**

Master of Public Health, Health Promotion, Education, and Behavior — *Jun 2005 – Jul 2008*
Arnold School of Public Health, University of South Carolina — **Columbia, SC**

Bachelor of Science, Exercise Science — *Aug 2001 – May 2005*
Arnold School of Public Health, University of South Carolina — **Columbia, SC**

Certified Health Education Specialist, CHES #14707 — *Spring 2006*

PROFESSIONAL EXPERIENCE

Program Director, Ryan White Wellness Center — *Dec 2014 – present*
Roper St. Francis Healthcare — **Charleston, SC**

- Oversee HIV program operations and clinical quality initiatives
- Direct and manage the overall staffing, supervision, evaluation and termination of all HIV program personnel
- See and develop grant and fundraising sources to support the operation and growth of the HIV program as well as Medication Endowment Fund
- Plan overall strategy and development to keep HIV program viable and productive
- Develop and administer HIV grant budgets, applications
- Develop and maintain a network of specialty medical care providers for extended patient care needs
- Develop marketing strategies to promote awareness of HIV program within and outside of RSF system
- Coordinate staff educational trainings and conferences

Grants Manager, Community Programs — *Oct 2010 – Dec 2014*
Palmetto Health – Office of Community Health — **Columbia, SC**

- Manage allotment of over $1 million in grant funding to 20-25 local civic and non-profit organizations
- Supervise the on-going activities and budget of hospital community grantees
- Regularly attend events/programs hosted by community grantees and perform quarterly site visits with community grantees
- Coordinate and facilitate annual community grantee meetings with OCH Director and Senior Vice President
- Collaborate with Palmetto Health Marketing and Communications Department to develop and disseminate department-wide publications and award submissions
- Serve on community collaborative (spearheaded by the United Way of the Midlands) charged with opening a comprehensive freestanding healthcare clinic – to include medical, dental, vision, and serve as Office of Community Health liaison on other community committees associated with the health and wellbeing of Richland and/or Lexington County

Research & Evaluation Consultant — *Jan 2009 – Jan 2015*
Palmetto AIDS Life Support Services (PALSS) — **Columbia, SC**

- Provide marketing ideas and strategies
- Work alongside staff to create population-appropriate flyers and posters
- In collaboration with program staff, generate focus groups instruments and facilitate focus groups
- Compile and analyze qualitative and quantitative data from associated programs
- Serve in the capacity of a certified public health educator (i.e. program planning and evaluation)

Program Coordinator, Maternal and Child Health Initiative — *Jul 2008 – Oct 2010*
Palmetto Health – Office of Community Health — **Columbia, SC**

- Plan, coordinate, and implement college-based and parent-child teen pregnancy prevention programs
- Analyze data and prepare reports from teen pregnancy prevention programs
- Continuously assess and improve the department's performance by designing operational processes through data, analyzing the data and implementing sustainable and appropriate changes
- Facilitate departmental trainings, workshops, and orientations
- Supervise student interns from local colleges and universities

Research & Evaluations Specialist — *Jan 2008 – Jun 2008*
SC Campaign to Prevent Teen Pregnancy — **Columbia, SC**

- Investigated and reported various issues and specific populations within adolescent health and related to teen pregnancy
- Partnering with the Department of Social Services, evaluated local teen pregnancy prevention programs and generated summary charts and graphs with pregnancy rates and program activity (i.e. attendance, retention, services, etc.)
- Coordinated the planning and implementation of an intensive evaluation of counties within South Carolina

Research & Evaluations Educator — *Dec 2006 – Jan 2008*
SC Campaign to Prevent Teen Pregnancy — **Columbia, SC**

- Responsible for the creation and analysis of workshop and training evaluation forms
- Provided technical assistance to local and national adolescent healthcare providers regarding state and national teen pregnancy statistical data
- Co-facilitated numerous Campaign-sponsored workshops and trainings including Teaching Techniques, Sexuality 101, Making a Difference/Making Proud Choices Curriculum Overview, Safer Choices Curriculum Overview, New Provider Orientation, Individualized Counseling Education, and Introduction to Program Evaluation

PROFESSIONAL/ACADEMIC/COMMUNITY AFFLIATIONS

South Carolina Chapter, Treasurer — *2014 – present*
National Association of Health Service Executives

TRIO Advisory Board — *2013 – present*
University of South Carolina

Mu Chapter, University of South Carolina — *2009 – present*
Delta Omega Honorary Society in Public Health

Nu Alpha Omega Chapter — *2005 – present*
Alpha Kappa Alpha Sorority, Inc.

REFERENCES

Available upon request

M. E. "Mamie" Rader, RN
5754 Saint Angela Drive
North Charleston SC 29418
(843) 693-3030
mary_rader@charleston.k12.sc.us

October 20, 2015

Ms. Sherron Brightharp
Charleston County School District
75 Calhoun Street
Charleston, SC 29401

Dear Ms Brightharp:

This letter identifies me as someone interested in becoming the Medical Representative to the Charleston County School District Board of Trustees Health Advisory Committee.

My experience as a nurse has been predominantly with children, as you can see in my resume. What is not in the resume is the depth of my concern for what we are teaching the children about their health, as well as what we are not teaching them.

In the context of the Kaleidoscope program, I have developed a series of health lessons for the children some of which you will find below. I send this only to illustrate that I am serious about a health curriculum for all children – a curriculum that corresponds with their level of maturity and their stage of the growth and development, emotionally as well as chronologically. I would not come to the committee with an agenda; that is something to be developed by the team.

The classes included but were not limited to:

1. Packing your own healthy lunch - making sandwiches and salads, choosing snacks and bagging it all
2. Hygiene (would teach boys & girls separately and would need counselor with me)
3. How to help when someone is sick
4. How to stay healthy (will include exercise period, a healthy snack, some yoga stretching and outside activity weather permitting)
5. Stress management for kids - defining and identifying it; talking about it; journaling it; *letting it go with rocket balloons*
6. Do you take care of your younger brother or sister? 1st Aid for "Babysitters"
7. CPR (a group of 5th & 6th graders at James Simons did a presentation for the PTA in May 2015 – a CPR instructor from MUSC was in the audience and he was extremely impressed with their skill level)

I believe my qualifications and level of interest in the committee's work would make me an asset to the Health Advisory Committee.

Thank you for your consideration.

Respectfully,

(3)

ME Rader, RN

M. E. "Mamie" Rader, RN
5754 Saint Angela Drive
North Charleston SC 29418
(843) 693-3030
mary_rader@charleston.k12.sc.us

Resume submitted for consideration: **Medical Representative** on the CCSD Board of Trustees Health Advisory Committee.

Dedicated professional with experience that reflects mental flexibility and wide breadth of knowledge; creative problem-solver / team worker with strong sense of continuity of care and need for education and communication between the family and members of the school and healthcare teams

Professional Nursing Experience

***Charleston County School District*, Charleston, SC**

Afterschool Program Nurse – RN, September 2013 – present

Initiated / developing a nursing program for care of children in the Kaleidoscope program, managing health information for over 4,000 children in 44 elementary schools

- Train program site coordinators in care of chronic disease exacerbations, acute illnesses and injuries sustained in the after school / extended day programs
- Certify Kaleidoscope staff in American Heart Association course: ***Pediatric 1st Aid CPR AED***
- Provide CPR training to school children
- Develop and teach credit courses to comply with ABC regulations for DSS Child Care Programs
- Write grants for child services to be expanded in the school, afterschool and/or community setting

School Clinic Nurse, Full time August 2007 to September 2013/ Part time September 2005 - August 2007

- Manage school clinics monitoring well child care and caring for illnesses and injuries as needed
- Provide classroom teaching on key health topics, e.g., infection control, nutrition, and puberty
- Serve on CORE team addressing needs for children with learning and/or behavior challenges
- Dispense and oversee reactions to medications dispensed in school
- Write grants for child services to be expanded in the school setting

Thrive! A running program for elementary school children with asthma

Creator / Director / Lead Nurse, December, 2012 to Present

- Wrote and awarded grant offered by the Cooper River Bridge Run Foundation
- Established on-going cooperative relationship with MUSC Director of Pediatric Pulmonology, C. M. Bowman, MD
- Secured volunteer services of parents, teachers, health, yoga, sports and music professions to teach and motivate the children to become more active safely
- Designed a 17-session/twice-weekly pilot program involving health assessments, nutrition and physical fitness that helped the children improve their activity tolerance

See: http://www.live5news.com/story/21858987/running-club-for-kids-with-asthma-to-take-part-in-bridge-run, an interview of the ***Thrive!*** program with Charleston Live 5 News anchor, Aisha Tyler – aired April 2, 2013

PSA Healthcare, Columbia and Charleston, SC

Staff Nurse, Part time April 2011 to January 2013

Managed care of Medically Fragile Children in their homes during 4 – 10 hour shifts

Roper-St. Francis Hospital, Charleston, SC

Staff Nurse, Bone Marrow Transplant Unit, December 2006 - August 2007

Care of adult patients with hematology/oncology illnesses requiring bone marrow transplants, pre-, post- and during transplantation (returned to MUSC to work with children)

Medical University of South Carolina (MUSC) Children's Hospital , Charleston, SC

Clinical Nurse Coordinator, Hospital Options Pool (HOP), May 2007 - February 2008

Pool included Pediatric Hematology/Oncology, Medical/Surgical and Telemetry Units; Level 2 Nursery

Clinical Nurse Coordinator, Hematology/Oncology Unit, April 2005 to September 2006

Care of children with primary or secondary endocrine/hematologic/oncology/immune-suppressed diseases and co-morbidities e.g., diabetes, liver and kidney failures/transplants; sickle cell, thalessemia; solid tumors and leukemias; aplastic anemia and HIV

Clinical Nurse, Pediatric Intensive Care Unit (PICU), September 2003 to April 2005

Care of children with catastrophic diseases, DKA, serious burns, and other injuries requiring intensive monitoring and/or care; post-op care as needed for transplant patients and to assist PACU

Clinical Nurse, Pediatric Medical/Surgical Unit, June 2003 to September 2003

SC Palmetto Gold Award for Excellence in Nursing, 2012

Education & Licensing

Code One Training Solutions, LLC
Certified American Heart Association BLS Instructor, December 18, 2013

Broward Community College - Fort Lauderdale, Florida
Associate in Science, Nursing, May 7, 2003

South Carolina Board of Nursing License #91871
Registered Nurse, May 30, 2003

Medical University of South Carolina
Pediatric Critical Care Course, December 9, 2003 - College of Nursing

Dear Members of the Board of Trustees,

I am interested in serving on the Health Advisory Committee to the CCSD School Board. I have been a practicing dermatologist in Mt. Pleasant for over 15 years. My husband is also a physician employed by Roper/St. Francis. We both completed residency at MUSC. Our 2 children have attended Charleston County Public Schools since kindergarten. One will graduate from the Academic Magnet High School this year; the other one attended AMHS for 2 years and left this fall to attend the South Carolina Governor's School for the Arts & Humanities for her junior and senior years.

My desire is to bring both my medical knowledge and my experience parenting 2 CCSD children to the table. I want to contribute meaningfully to decisions regarding health education as either a medical or community member of the committee. We should be ahead of the curve as state lawmakers push for medically accurate sex education. Decisions should be based on data showing the efficacy of programs being considered, while still acknowledging the concerns of parents.

Thank you for your consideration,

Lesly Davidson MD

Lesly Davidson, MD/3 Ensign Ct., Isle of Palms, SC 29451, (834) 906-3980

(4)

Lesly S. Davidson, MD

901 Von Kolnitz Rd., St. 100 **Mt. Pleasant SC 29464** **(843) 216-3376**

CURRENT Solo Dermatology Practice, Mt. Pleasant, South Carolina

PAST Partner, Melbourne Internal Medicine Associates, Melbourne FL October 1999 to June 2000. Associate, October 1997 to October 1999.

CERTIFICATION/ LICENSURE Fellow of the American Academy of Dermatology (Board Certified 1997), South Carolina 17272

RESIDENCY Chief Resident, Dermatology, Medical University of South Carolina, Charleston, South Carolina, 1996-1997

Resident, Dermatology, Medical University of South Carolina, Charleston, South Carolina, 1994-1996

INTERNSHIP Intern, Pediatrics. Eastern Virginia Medical School, Norfolk, Virginia 1993-1994.

EDUCATION M.D., Eastern Virginia Medical School, Norfolk, Virginia, May 1993.

B.S., Chemical Engineering, University of Virginia, Charlottesville, Virginia May 1984.

Honors Alpha Omega Alpha; The Eastern Virginia Medical School Goodman award for "academic excellence and unselfish concern for others"; Lincoln- Lane Scholarship (scholastic achievement, Community service); Sue Herbert Brooke Scholarship (Outstanding academic record).

EXPERIENCE

Publications

Kanzler, Matthew H., Davidson, Lesly S., Nordlund, James J., Mallorey, Susan Bayliss. Dermatology Core Curriculum: Pediatric Dermatology. Kendall/ Hunt, 2001.

Davidson, L Miliaria. In: Demis J., editor. Clinical Dermatology; Philadelphia. JB Lippincott, 1998

Davidson, L. Milium. In: Demis J., editor. Clinical Dermatology. Philadelphia, JB Lippincott, 1997.

Sahn, Eleanor E., Davidson, Lesly S.: Incontinetia Pigmenti: Three cases with some unusual features. J Am Acad Dermatol 1994.

Presentations Electrolysis: When Laser Isn't the Answer, AAD 2011, 2012

Research Principal Investigator, Galderma Erythemogenic Rosacea Study, 2012-13.

Principal Investigator, Galderma Papulopustular Rosacea Study, 2012.

Principal Investigator, Dow Onychomycosis Study, 2010-11.

Principal Investigator, Pfizer Psoriasis Study, 2008-09.

Principal Investigator, Amgen Observe-5 Study, 2006.

Sub-Investigator, Taro Rosacea Study, 2006.

Sub-Investigator, QLT USA Psoriasis Study, 2005.

Sub-Investigator, G&W Lab Rosacea Study, 2005.

Sub-Investigator, Taro Rosacea Study, 2004.

Principal Investigator, Amgen Ease Study, 2004.

Sub-Investigator, Fluconazole Onychomycosis Study, 1994-96.

Professional Physician Spokesperson, American Electrology Association (AEA) 2010-12.

Television commercial, Olay Regenerist, 2007.

Television commercial, Olay Definity, 2006.

Consultant, Arthur Anderson & Company (Accenture), 1985-1989.

Memberships South Carolina Medical Association, Charleston Medical Society

FAMILY Married with twin daughters.

From: emcdave@msn.com
To: sherron_brightharp@charleston.k12.sc.us
Subject: Health Advisory Committee
Date: Fri, 23 Oct 2015 19:40:50 +0000

Good Afternoon,

I am submitting my resume as a member of the Charleston County school board's health advisory committee. I feel that I could fit well as a member of the community or clergy. As I am not a licensed clergy, I would not make irrational, faith-based decisions on our children's health. I would gladly review all relevant material to make informed, scientific based recommendations for our school children. I would gladly follow along with SC state Code 59-32-5 and would recommend abstinence in lieu of relations outside of marriage.

The SC state code does not address the need for clergy. I was curious as to why 2 clergy members are needed as it seems they would not be highly trained in the manners of sexual reproduction as most clergy are to remain abstinent and would not provide our students with science and medical based sexual reproduction education.

I would be glad to remain secular in the substance of what we teach our children in regards to sexual education as the government shall make no law prohibiting the free exercise (of religion) per the free exercise clause of the Constitution. If you were to use a clergy of a specific religion, chances are that you could inadvertently prevent the free exercise of other students' religions by allowing the clergy's specific religion to dominate the sexual reproduction education curriculum.

Thank you for your time and I look forward to your response,

David Bell

5

David Bell
3075 Memorial Drive, Charleston, SC 29414
Cell: (843) 425-5299
emcdave@msn.com

SUMMARY

Over twenty two years experience in nuclear power plant operation, electrical maintenance, management, planning, supervision, classroom instructing, quality assurance and control.Supervised and tracked repairs, requisitions, parts inventories, wrote curricula and monitored classroom instruction. Programmed, commissioned, and calibrated multi-axis industrial automation, PLC control machinery.

AREAS OF EXPERTISE:

Personnel and Project Management	Engineering	Plant Operations
Quality Assurance Supervisor	Electrical Maintenance	Training
Cooling systems	Planning and Scheduling	Industrial Safety
Technical Research	Troubleshooting	Work Packages
Electrical Systems	I&C systems	Mechanical Systems
AC/DC Motors	AC/DC Theory	Motor Controllers
Analyzing Logs and Trends	Schematic Reading	Robotics Programming
PLC programming	CNC programming	Industrial Automation

EXPERIENCE

Senior Control Technician (Original Equipment Manufacturer Technician)
Broetje Automation USA **October 2013 through present**

Maintain, service, and repair Broetje multiple axis automated drilling and riveting machines used on the Boeing 787 Dreamliner project.

- Troubleshoot, repair, and perform programming changes to Siemens S7-300 and 400 PLCs, Siemens Simodrive 611U, Siemens Sinumerik 840D CNC controller including NC programming. Compensate and calibrate multiple axis machines within thousandths of an inch.
- Calibrate, install, and commission laser and vision systems for quality control and operator aides.
- Use SQL database and CATIA V5 (CAD software) programs on a routine basis.
- Attended Siemens S120 drive maintenance school.

Nuclear Electrical Maintenance Planning and Scheduling Specialist
Southern Nuclear Company **March 2013 through October 2013**

Prepare detailed Work Orders and Project Management for preventative, corrective, and design change maintenance for a variety of mechanical and electrical equipment required for Safety Related components of two Nuclear Power Plants. Coordinated with various crafts, contractors, engineers, and the supply chain to ensure maintenance activities are performed safely, correctly, and in a timely manner to maximize nuclear safety while maintaining highest operating time possible.

- Evaluated cost effectiveness, personnel needs, Operational Risk Management, and Parts Accrual for two aging nuclear power plants.
- Plan approximately 300-500 work orders a month with little to no rework required. 99% success rate on first time planning.
- Work heavily with Maximo, Primavera, Oracle, Webtop, Nuclear Data View, and SyncPower.

Maintenance Electrician
IFARotorion NA **March 2011 through February 2013**

Troubleshot, repaired, and maintained various automotive driveshaft manufacturing equipment including KUKA friction welders, Hofmann Balancers, INA staking machines, Siemens PLCs, and EPSON robots.

- Personally selected by the CEO to travel to Germany for acceptance testing and machine commissioning of an INA staking machine.

US NAVY **November 1990 through November 2010:**

Electrical Division Leading ChiefPetty Officer

Supervised 13 electricians in the maintenance and operation of all electrical power generation and control equipment onboard the ship. Responsible for the planning, execution, monitoring and tracking of all electrical maintenance performed onboard the Submarine. As a Senior Plant Operator (Engineering Watch Supervisor) supervised 10 personnel in the safe operations of a Nuclear Power Plant.

- Quality Assurance Supervisor for hundreds of Quality Assurance jobs including usage a various Quality Assurance equipment including runouts, hydrostatic testing, eddy current testing, pipe wall thickness testing, and air quality testing.
- Recognized for organizational and managerial abilities by continuously being ranked one of the top performing Chief Petty Officers.
- Developed, supervised maintenance planning during five intense Los Angeles Class Submarine Maintenance Periods that successfully accomplished over 10000 man-hours of both corrective and preventative maintenance.
- Noted by the Submarine Group 2 Performance Monitoring Team and Submarine Developmental Squadron 12 as having one of the best Electrical Divisions on the waterfront.

Electrical, Mechanical, and Reactor Operator Instructor

Instructed over 400 Electrical and Reactor Operator students in mechanical, electrical, and reactor theory with a 97% success rate. Monitored classroom instruction and delivery techniques to determine effectiveness of instruction and suggested methods to improve the training program and curriculum.

- Evaluated and discussed teaching evaluations with instructors identifying both strengths and weaknesses.
- Delivered instruction in multiple formats: formal classroom lectures, seminars, labs and facilitated discussions.
- Highly productive team member for twoseparate curriculum changes to include learning objectives, subject syllabus, instructor and student materials, training aids and exam content.
- Qualified Interactive Display Equipment (IDE) Operator. Supervised over 50 drill and plant operation scenarios in the IDE Trainer.
- Developed and evaluated programs to train assigned personnel in the operation, installation, programming, safety, maintenance and repair of a nuclear power plant's electrical distribution equipment.

EDUCATION

Charleston Southern **Expect to Graduate August 2016**
Masters of Business Administration currently in progress

Thomas A. Edison State College **Graduated 2007**
Bachelor of Science in Applied Science and Technology
Emphasis in Nuclear Engineering Technology

Coastline Community College **Graduated 2004**
Associates of Arts, Electrical and Mechanical Engineering Technology

PROFESSIONAL EDUCATION

Siemens S120 Drive Maintenance School, 2014
Zebra Printer Maintenance School, 2012
Advanced Leadership Development Program, 2004
Nuclear Instructor Qualifications, 1997
Siemens S7 PLC Programming I, 2012
Master Training Specialist, 2007
Primary Leadership Development Program, 1998

From: **penny travis** <pennybtravis@yahoo.com>
Date: Fri, Oct 23, 2015 at 9:53 AM
Subject: Health Advisory Committee
To: "sherron_brightharp@charleston.k12.sc.us" <sherron_brightharp@charleston.k12.sc.us>

Good morning,

I would like to apply for the community position on the Charleston County School District's Health Advisory Committee.

I am a retired teacher, currently working with Reading Partners at Angel Oak Elementary School and treasurer of the local Folly Green team. I am an ex Folly Beach Councilperson and continue to be an active member of that community.

I am attaching my resume for your consideration.

Thank you,

Penny Travis, PhD
POB 1158
Folly Beach, SC 29439
843 259 1143

(b)

RESUME

Penny B. Travis, PhD
P.O. Box 1158, 615 East Cooper Street
Folly Beach, SC 29439
843 243 1159 pennybtravis@yahoo.com

Education:

- Bachelor of Science (Biology)
  - University of South Carolina, Spartanburg, S.C., 1977-1979
- Master of Science (Zoology)
  - Clemson, University, Clemson, S.C., 1979-1982
- Doctor of Philosophy (Epidemiology)
  - Medical University of South Carolina, Charleston, S.C., 1996-2006

Work History:

- Adjunct Chemistry Lab Instructor (2011, 2012, 2014)
  - The Citadel, 171 Moultrie Street, Charleston, SC
  - Supervisor: Dr. Lisa Zuraw, (zurawl@citadel.edu)

- On-line Instructor; Epidemiology for Nurses: Fall, 2013
  - Medical University of South Carolina, Charleston, SC
  - Supervisor: Dr. Gail Gilden (barbosag@musc.edu)

- Assistant Professor of Science (one year appointment: Fall 2009-Spring 2010)
  - The American University of Afghanistan, Darulaman Road, Kabul, Afghanistan
  - Supervisor: Dr. Joyce Killen Shah (jshah@auaf.edu.af)

- Adjunct Chemistry Instructor (one year appointment: Fall 2008-Spring 2009)
  - The Citadel, 171 Moultrie Street, Charleston, SC
    - 843 225 3294
  - Supervisor: Dr. Lisa Zuraw, (zurawl@citadel.edu)

- Chemistry Instructor (1991-2007)
  - Trident Technical College, 7000 Rivers Avenue, Charleston, S.C.
    - 843 574 6111
  - Supervisor: Dr. Ryan Droste, 843 574 6381

- Chemist/Lab Technician (1986-1990)
  - National Oceanic and Atmospheric Administration, National Marine Fisheries Service, 219 Ft. Johnson Road, Charleston, SC 29412
    - 843 762 8500
  - Supervisor: Dr. Gary Richards
  - Duties
    - Purification of marine toxins
    - Biochemical testing for marine vibrios

Served 2 terms (1988-1996) as City Councilperson, Folly Beach Town Council, Folly Beach, S.C.

Volunteer Work:

- People Against Rape – Past member of Board of Directors
- Charleston Area Therapeutic Riding
- Reading Partners – Spring 2015-present
- Folly Green Team – Current treasurer

Prior to returning to school in 1977, I held various secretarial and administrative positions in Baltimore, Washington, and San Francisco as well as in London, England, and Perth, Western Australia.

Publications:

- Travis, P.B. (2013) Kabul Classroom: Memoir of an American Teacher in Afghanistan, McFarland Publishing, Jefferson, NC.

- Travis, P.B., K.J. Goodman, K.M. O'Rourke, F.D. Groves, D. Sinha, J.S. Nicholas, J. VanDerslice, D. Lackland and K.D. Mena (2010). The association of drinking water quality and sewage disposal with *Helicobacter pylori* incidence in infants: the potential role of water-borne transmission. J. Water Health. Mar 8(1):192:203.

- Travis, P.B., K.M. O'Rourke, K.J. Goodman and R.S. Day. Purified drinking water associated with decreased rates of *Helicobacter pylori* infection in children. Poster session and abstract. 2nd N.A. Cong. of Epi. Seattle, June 21-24, 2006.

- Travis, P., T. Herring and J. Balthrop. A rapid and efficient method of Maitotoxin extraction and semi-purification. Poster session and abstract. FASEB, 73rd Ann. Meeting, New Orleans, March 19-23, 1989.

- Travis, P.B. (1984). An ultrastructural study of Y-cell composition and body wall construction in the Gastrotricha. Z. zool. Syst. Evolut.-Forsch. 21-52.

- Ruppert, E.E. and P.B. Travis (1983) Hemoglobin-containing cells of *Neodasy* (Gastrotricha, Chaetonotida) I. Morphology and ultrastructure. J. Morph. 175-57.

Reference:

Teresa Kelechi, PhD – kelechtj@musc.edu

Agnes Pomato, PhD – antnikko@gmail.com

Pastor: Gail C. Rollerson
1989 Pinerun Court
Apt 389, North Charleston
SC 29405
(843) 530-6248
garollers@aol.com

October 23, 2015

Dear: CCSD Board of Trustees and HAC Committee

I am interested in an opportunity to serve on your board as one of your Clergy Representative. I have experience within the public school setting as well as working as a Minister.

I have been a Minister of the gospel for over twenty years before being Installed as a Pastor of a Congregation. My career, as a childcare provider is very vast and wide, it ranges from Sunday School Teacher, Daycare Worker, Substitute Teaching, ABA Therapist, in home child care as well as serving on the Constituent District 4 School Board for four years.

If the HAC Committee has a need for a dedicated Clergy person, I would be thrilled to assist.

Sincerely,

Pastor Gail C. Rollerson

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Rev Gail C. Rollerson
1989 Pinerun court, Apt 389, North Charleston, SC 29405
Garollers@aol.com
(843) 530-6248

Objective: Experienced Minister seeking for an opportunity to engage myself in Pastoral and Social justice ministry in a multi-cultural setting that provides opportunities for growth in couseling, preaching and other spiritual gifts.

Experience:

- Pastor Rescue Assembly of God Ministry
- Ordained Minister
- Conduct funerals
- Visit sick and shut-ins, helped the poor and comforted the bereaved.
- Offered spiritual guidance and assistance, such as referral to community support services.
- Provided spiritual guidance to church members, and community.
- Lead Intercessor and Prayer Warrior at church for two years.
- Identified problems, diagnosed causes and determined corrective actions.
- Selected books and reference materials for religious education classes.

Education:

Springfield College — North Charleston, SC
Bachelor of Human Services — 2010

North Carolina College of Theology — P.O Box 865, Carolina Beach, NC
Bachelor of Biblical Studies — 2007

Berean School of the Bible — Springfield MO
Diploma, Ministerial Studies Program — 2004

Summerville Medical Center — Summerville SC
Certificate (Building A Congregational Bereavement Program) — 2005

Summerville Medical Center — Summerville, SC
Stephen Minister Certificate — 2006

Denmark Technical College — Denmark, South Carolina
Associate Degree Human Services — 1990

The General Council of the Assemblies of God — Springfield Missouri
Certificate of Ministry — 2004

References: Available upon request

Gail C Rollerson

1989 Pine Run Court Apt 389 North Charleston, SC 29405

843-530-6248

Garollers@aol.com

SUMMARY OF QUALIFICATIONS

I have 16 years of experience, including as a District 4, Constituent School Board Member, as a Substitute Teacher/Teacher Assistant and as a Human Service Assistant in industries including Executive, Legislative, and General Government, Except Finance, Administration of Human Resource Programs and Social Services.

Most recently, I have been working as a District 4, Constituent School Board Member at Charleston County School District from November 2010.

I have studied Human Services at Springfield College and have studied Biblical Studies at North Carolina College of Theology and have studied Ministerial Studies at Berean School of the Bible and have studied Diploma Child Day Care Management at Stratford Career Institute and have studied Human Services at Denmark Technical College.

PROFESSIONAL WORK EXPERIENCE

Charleston County School District

November 2010 - Present

North Charleston, South Carolina

District 4, Constituent School Board Member

1. Submitted to and reviewed reports and problems with superior, concerning children that has been suspended or expel from school.
2. Met with young groups to acquaint them with consequences of delinquent acts.
3. Conduct Interviews for principals of certain schools.
4. Provided information on and referred individuals to public and private agencies and community services for assistance.
5. Interviewed individuals and family members to compile information on social, educational, criminal, institutional, and drug history.

Berkeley County Department of Social Services

January 2006 - January 2008

Moncks Corner, South Carolina

Human Service Assistant

1. Assisted clients with preparation of forms, such as tax and rent forms.
2. Successfully handled court order visitation
3. Explained rules established by owner and management, such as sanitation and maintenance requirements, and parking regulations.

4. Provided information on and referred individuals to public and private agencies and community services for assistance.
5. Kept records and prepared reports for owner and management concerning visits with clients?
6. Interviewed individuals and family members to compile information on social, educational, criminal, institutional, and drug history.
7. Responded to written and telephone requests for clients and agency.

Rescuing Hugs after School Care
January 2003 - January 2005
North Charleston, South Carolina

Director

1. Monitored and review programming in order to ensure that schedules were met, guidelines were adhered to and performances were of adequate quality.
2. Developed promotions for current programs and specials.
3. Monitored network transmissions for advisories concerning daily program schedules, program content, special feeds, and program changes.
4. Responded to written and telephone requests for the successful use of the center.
5. Established work schedules and assigned work to staff members.
6. Supervised several employees, scheduled work hours, resolved conflicts, and determined salaries.

Berkeley County School System
August 1997 - Present
Moncks Corner, South Carolina

Substitute Teacher/Teacher Assistant

1. Maintained computers in classrooms and laboratories and assisted students with hardware and software use.
2. Distributed tests and homework assignments and collect them when they were completed.
3. Took class attendance and maintained attendance records.
4. Prepared lesson outlines and plans in assigned subject areas and submitted outlines to teachers for review.
5. Planned, prepared and developed various teaching aids such as bibliographies, charts and graphs.
6. Presented subject matter to students under the direction and guidance of teachers, using lectures, discussions and supervised, role -playing methods.

EDUCATION

Springfield College
- January 2010

North Charleston, South Carolina

Human Services Bachelors degree

North Carolina College of Theology
- January 2007

Carolina Beach, North Carolina

Biblical Studies Bachelors degree

Berean School of the Bible
- January 2006

Springfield, Missouri

Ministerial Studies Associates degree

Stratford Career Institute
- January 2005

DC, Washington

Diploma Child Day Care Management

Denmark Technical College
- August 1991

Denmark, South Carolina

Human Services Associates degree

ADDITIONAL INFORMATION AND SKILLS

1. Skills: Certified Minister

From: **Heather Keeter** <heatherkeeter@gmail.com>
Date: Mon, Oct 26, 2015 at 9:01 AM
Subject: Health Advisory Committe
To: sherron_brightharp@charleston.k12.sc.us

Board of Trustees,

I would like to be considered for the CCSD Health Advisory Committee as a Member of the community. We are a public school family and my son graduated from Wando in 2014 and my daughter is a current 8th grader at Laing Middle School.

I am a free lance writer for a monthly student news magazine, and I am well versed in how to research a topic as well as making the the information readable for different age groups. Mostly I write for the middle school age level.

I love our schools and would like to be involved at the curriculum selection level. My resume is attached.

Thank you,

Heather Keeter

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HEATHER H. KEETER

622 Leisure Lane, Mt Pleasant, SC 29464 843-991-5943 heatherkeeter@gmail.com

Capabilities Profile:

Detail-oriented self-starter who completes tasks on time and correctly through effective communication, planning, writing, editing, and time management skills. Works well in an independent environment. Practiced in Word, Excel, Abila Accounting Software, QuickBooks, FHA connection, MIP, Sage, and various lender software. Can quickly learn other software systems.

Financial:

Accounts Payable
Accounts Receivable
Credit/Collections
Mortgage Processing
FHA/RESPA Compliance
Improve Cash Flow/Reduce DSO
Facilitate Loan Closings/Fundings
Annual 1099 Processing

Administration:

Respectful Customer Service
Troubleshooting
Software Implementation
Credit Investigation
Excellent Writing Skills
Internal Audit Functions
Loan Processing
Correspondence

Key Achievements:

- Accounts payable manager of nonprofit organization with budgeted and non-budgeted cash flow totaling $14M yearly with an average weekly payable run of $80K to 100K
- Focus on accurate documentation, clear communication, and maximum software utilization to improve efficiency in all positions
- Achieved seamless transition between one accounting software system to another during a hectic time of year with little downtime--proficient within 6 months
- Responsible for payables for over ten departments with separate leadership
- Trained new hires in processes and procedures
- Responsible for all aspects of reverse mortgage processing for boutique financial services firm, facilitating smooth closings and fundings while meeting intense deadlines and gov't requirements
- Reduced DSO by 60% in first four months on the job as credit manager

- Wrote four articles per month on assigned non-fiction topic for elementary and middle school age level news magazine, always ahead of editing deadline schedule
- Consistently closed a high volume of consumer loans for the third largest credit union in the nation
- Created a credit department from scratch which was responsible for $60 million in yearly receivables
- In credit/collection role, focused intently on maintaining positive relationship between customers and sales department
- Treated senior citizen clients with respect and dignity in reverse mortgage process

Experience:

Financial Associate, East Cooper Baptist Church/PCA School	2012-present
Free Lance Writer, Monthly Children's News Magazine	2012-2015
Office Assistant, Law Office of Elizabeth Atkins (Bankruptcy Law)	2010-2011
Reverse Mortgage Loan Processor, Franklin Funding, Charleston, SC	2008-2010
Office/Teacher Assistant, PCA School, Mt Pleasant, SC	2004-2008
Accounting Clerk, Cambar Software, Charleston, SC	2000-2001
Bookkeeper, Carolina Heat Pipe/Trent Realty, Charleston, SC	1998-2000
Credit Manager, Credit/Collections, MidSouth Data Systems, Asheville, NC	1994-1997
Loan Officer, State Employees' Credit Union, Asheville, NC	1993-1994

Education:

BA, North Carolina State University, Economics, Raleigh, NC — 1993
Cum Laude, Dean's List, Omicron Delta Epsilon

AA, Peace College, Raleigh, NC
Magna Cum Laude — 1991
Honors Scholarship,
Penny English Award for writing
Intern-State of NC Treasurer's Office

Community:
Volunteer, Charleston County Schools

Sarah S. Johnson
551 Flannery Place
Mt. Pleasant, South Carolina 29466
(803) 920-4058 CCShad@aol.com

October 26, 2015

Dear CCSD Board of Trustees,

Please consider this letter of interest and attached resume as my response to your advertisement for the Community member position on the Health Advisory Committee. I understand the role of the HAC and am familiar with the requirements of the Comprehensive Health Education Act.

Over the last ten years, I have served as a community leader for several civic groups with a focus on children and public education. My formal education and paid work experience was in the legal field. I am also the parent of two teenagers, one who is a freshman at Wando High School and will take Health class next semester.

My combined experience as a community leader, paralegal, and parent has equipped me with the skills and knowledge necessary to work with others on the HAC and to act in the best interest of students while following state law and local policy.

Thank you for your consideration.

Sincerely,

Sarah S. Johnson

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Sarah S. Johnson

551 Flannery Place
Mt. Pleasant, South Carolina 29466
(803) 920-4058 CCShad@aol.com

Volunteer Experience

- **Legislative Action Director, League of Women Voters of the Charleston Area, May 2015-present**
  - Researched the SC Comprehensive Health Education Act, SC health academic standards, and local Health Advisory Committee bylaws
  - Attended school board committee meetings relating to the local HAC
  - Successfully advocated for additional transparency regarding the local HAC
  - Gave presentations on the SC CHE Act and local policy to two Political Science classes at the College of Charleston
- **Appointed member of the CCSD BRIDGE steering committee, 2014-present**
  - Works with community members, teachers, administrators and central staff to shape the implementation of a new teacher evaluation program
  - Gathers feedback from parents, teachers, and community members throughout Charleston County in order to give input for BRIDGE decisions
- **Co-leader of Community Voice for Education advocacy group, 2011-present**
  - Works with hundreds of parents, teachers and community members in Charleston County and across the state to support proven educational reforms that will promote learning and benefit students
  - Successfully advocated for more transparency and citizen participation regarding CCSD's BRIDGE program
- **Legislative Chair, Charleston County District PTA, 2014**
  - Analyzed state, district, and local PTA bylaws and responded to questions and concerns from local PTA presidents
  - Tracked national and state legislation that pertained to PTA issues
- **Member of the School Improvement Council for Cario Middle School, 2013-2014**
  - Worked with teachers, administrators, parents, and community members to strengthen Cario's school-to-home communication and relationship
- **Girl Scout Troop Leader, 2008-2010**
  - Completed Girl Scout leadership training and certifications
  - Led educational activities and field trips for Girl Scouts in grades 2^{nd} – 5^{th}
- **Assistant Director of Children's Ministry, Seacoast Church-Columbia, 2008-2009**
  - Provided oversight and support to teachers of students in grades 5K - 5^{th}
  - Coordinated Vacation Bible School
- **Area Coordinator for the International MOMS Club, Western SC, 2005-2006**
  - Provided oversight to twelve MOMS Club chapters across the state
  - Analyzed bylaws and responded to questions and concerns from chapter presidents
- **Chapter President of the MOMS Club, Northeast Columbia, 2004-2005**
  - Led an executive board for a support group of 75 parents and their children
  - Followed local bylaws and submitted monthly reports on the group's activities and budget

Sarah S. Johnson

551 Flannery Place
Mt. Pleasant, South Carolina 29466
(803) 920-4058 CCShad@aol.com

Work Experience

Legal Clerk December 1996 – July 2000
Office of the US Trustee, US Department of Justice Columbia, South Carolina

Drafted pleadings, letters and other documents; attended depositions and questioned debtors about assets; reviewed and analyzed bankruptcy petitions for fraud; referred cases to US Attorney's Office for possible prosecution; maintained law library; performed legal research; processed mail and bankruptcy petitions; maintained case filing system; purchased office supplies

Bankruptcy Paralegal February 1994 – December 1996
The Watkins Law Firm Columbia, South Carolina

Drafted pleadings, memos and other documents; attended depositions and questioned debtors on a weekly basis; attended hearings and conferred with Chapter 13 trustee; reviewed cases and determined appropriate action to take; researched court files and county RMC records throughout the state; maintained case filing system; prepared billing statements

Education

Paralegal Certificate December 1994
Professional Center for Paralegal Studies Columbia, South Carolina

-President's List
-Advisory Board member

B.A. Degree, Philosophy May 1992
University of South Carolina Columbia, South Carolina

-Dean's List
-Honors College student

Jennet Robinson Alterman

October 28, 2015

Ms. SherronBrightharp
Charleston County School District
75 Calhoun St.
Charleston, S.C. 29401

Dear Ms. Brightharp,

I am writing to express my interest in serving on the Health Advisory Committee of the Charleston County School District.

My experience would be an asset to the work of the committee as I have been involved in community based nonprofits for the last 20 years. My expertise in women's leadership and development is reflected in the recognition I received as the Executive Director of the Center for Women and my continued work as a consultant. I understand systems and process.

I have also served on the Trident Workforce Investment Board and the Charleston County Housing Authority.

My resume is attached.

I would very much appreciate your consideration of my candidacy.

Sincerely,

JR Alterman

Jennet Robinson Alterman

160 Queen St.
Charleston, S.C. 29401
jralterman@gmail.com
843-209-2882

ID

Jennet Robinson Alterman

Resume

160 Queen Street
Charleston, S.C. 29401

843-209-2882
JRAlterman@gmail.com

Summary of Qualifications

Over 40 years of international and national experience in management, financial administration, project development and implementation in nonprofit organizations and governmental agencies. Strong leadership, management, negotiating and communication skills.

Areas of Expertise

Project Design and Management
Strategic Planning and Organizational Analysis
Budgeting and Financial Administration
Training Management and Administration
Public Relations and Communications
International Development Management
Women's Leadership Training

2013 – Present President and CEO, J. Robinson Alterman, LLC

Consulting firm specializing in innovative strategies for organizations and individuals seeking new approaches to creating a successful, sustainable and creative vision for the future.

2001 - 2013 Executive Director, Center for Women, Charleston, SC

Management, administration and program development and delivery for a non-profit organization. Established all administrative policies and procedures, developed ongoing educational outreach programs and special events. Implemented annual fundraising strategies to include membership drives, grant solicitation, donations and fee-based activities. Coordinated community outreach activities and collaborative projects with other community based agencies and organizations. Developed an extensive PR and marketing campaign. Served as the spokesperson for the Center making regular TV and radio appearances and press contacts. Conducted over 500 outreach presentations to community groups and civic clubs.

Center for Women Awards for Programming and Management Excellence:

2005-- The S.C. Association of Non Profit Organizations Award for Excellence in Management.

2006--Oprah Winfrey's Angel Network Award of $25,000 grant for Programming Excellence.

2006-2009—Charity of Choice, Family Circle Cup Tournament

2009—Award for Outstanding Victim Service by People Against Rape

2009—Charleston Metro Chamber of Commerce 1773 award for the Public/Non-Profit sector

2011—Awarded a 5 year grant from the US Small Business Administration to create a statewide Women's Business Center ($750,000)

Work Experience and Areas of Expertise:

1998 - 2001 Chief Financial Officer, Alterman Studios, Charleston, SC

Management and administrative responsibility for the operations of a small business generating sales of $500,000 annually.

Developed and provided oversight for annual budget and multi departmental revenues and expenditures.

Managed public relations and marketing.

1995 - 1998 Director, Coastal Training Institute, National Oceanic and Atmospheric Administration, Coastal Services Center, Charleston, SC

Management and administrative responsibilities for the development, delivery and evaluation of training programs to support the professional staff of NOAA Coastal management programs in 20 states. Development, evaluation and management of national training contracts and interagency agreements. Management and oversight of annual budget of $1 million and supervision of 30+ professional staff.
Collaboration with the NOAA National Estuarine Research Reserve programs across the United States.

1990 - 1995 Interagency Coordinator, Peace Corps, Washington, D.C.

Acted as Peace Corps Senior Liaison with the Agency for International Development (AID), federal agencies, private voluntary and non-governmental organizations (PVO) worldwide.

Developed, implemented and managed international collaborative programs in forestry, environmental education, pesticide management, micro-enterprise development, AIDS education, child survival, disaster relief, and community development.

Negotiated annual funding levels and project plans with multiple funding partners. (FY 93 level: $8 million; FY 94 level: $12 million; FY 95 level: $15 million).

Designed and developed collaborative bilateral projects in 40 countries including Madagascar, Swaziland, The Gambia, Niger, Namibia, Senegal, Tanzania, Paraguay, Uruguay, Poland, Bulgaria, Russia, Central Europe/ The Baltics, and Thailand.

Implemented and coordinated worldwide collaborative agreements with HHS/CDC, U.S. Department of the Interior/ Park Service, U.S. Department of Agriculture/ Forest Service, EPA, U.S. Department of Commerce, other federal agencies, the World Bank, and over 20 private voluntary organizations.

1987 - 1990 Peace Corps Country Director, Swaziland

Managed and administered Peace Corps country program with 90 volunteers and 25 American and host country staff.

Developed programmatic, training, and administrative policies.

Managed $2.1 million annual budget.

1986-1987: Public Relations Director, SC State Budget and Control Board, Columbia, SC

Responsibility for all press and media relations for central state government.

Developed and implemented statewide public service and educational programs for print and electronic media.

Designed and implemented executive training programs for state agency directors.

1984-1986 Director/ Staff Development and Training, Division of Human Resoure Management, SC State Budget and Control Board, Columbia, SC

Managed development, design, and administration of professional development and training programs for all agencies of state and local government.

Implemented statewide training curriculum for public managerial organizations.

Supervised staff of 22 training professionals.

1980 - 1983 Press Secretary/Deputy Lieutenant Governor, Office of the Lieutenant Governor, Columbia, SC

1979- 1980 **Producer/Director, Health Communications NetworkMedical University of South Carolina, Charleston.**

1977 - 1979 **Health Education Consultant, Peace Corps Volunteer, Afghanistan**

1973 -1977 **Television/ Radio News Reporter/ Anchor, Charleston, SC & San Jose, CA**

1973 **Graduate with B.A. from Mary Baldwin College, Staunton, Virginia;** Consortium Exchange Program, Davidson College, 1971-72; Training of Trainers, Univ. of Calif./Santa Cruz, 1977.

Honors, Keynotes and Featured Presentations

Women/Minority Entrepreneur of the Year award, US Association for Small Business and Entrepreneurship, 2011
S.C Women in Business Advocate of the year, U.S. Small Business Administration, 2013
SC Delegate to Vision 2020, 2013 -
Honorary Doctorate of Humane Letters, College of Charleston 2008
Ashley Hall Alumnae Association Award for Community Service, 2010
Women of Distinction Award, Lowcountry Girl Scouts, 2003
SKIRT 10 Women of Distinction, 2004
Young Career Woman of the Year, S.C. Business and Professional Women's Federation, 1986
Charlie Magazine Most Progressive, 2012

Keynote Speaker, College of Charleston Graduation 2008
Keynote Speaker, Ashley Hall Graduation 2008
Keynote Speaker, Charleston Southern University, Women's History Month Program, 2006
Featured Speaker, the Links Annual Statewide Meeting, 2006
Keynote Speaker, Freshman Convocation, College of Charleston 2005
Keynote Speaker, Domestic Violence Awareness Day, 2005
Keynote Speaker, Charleston Women in International Trade Annual Banquet 2003
Featured speaker at international aid conferences in Washington, D.C.; Chiang Mai, Thailand; Quito, Ecuador; Nairobi, Kenya; and Yaounde, Cameroon , 1990- 1995
Distinguished Lecturer, Ashley Hall Leadership Series 1989

Service on Boards of Directors:

Board Member, Girls Scouts of Eastern S.C. 2014-
Board Member, New Morning Foundation 2013-
Trident Workforce Investment Board, 2010-2012
Chair, Charleston County Housing Authority Board, 2014-2015
Vice President, Board of Directors, Spaulding Paolozzi Foundation, 2009 -
Treasurer, Board of Directors, Spaulding Paolozzi Foundation, 2003-2009
Board Member, Trident Urban league, 2009-2012

Board Member, Rotary Club of Charleston, 2006-2008
Board Member, Charleston Metro Chamber of Commerce, 2006--
Serve on the Advisory Councils for Charleston Area Therapeutic Riding, the Leadership Institute at Columbia College, the Junior League of Charleston and the Lowcountry Graduate Center
President, Board of Directors, the Footlight Players 2000-2002
Treasurer, Board of Directors, the Footlight Players 1998-2000

Other Service on non-profit Boards of Directors includes: S.C. Nature Conservancy, the Lowcountry Food Bank, the League of Women Voters, the Lowcountry Heritage Corridor, the Kabul Amateur Dramatic Society and the Mbabane Theatre Club

Regarding the Charleston County School District Health Advisory Committee
10/27/2015

Dear Ms. SherronBrightharp and the Charleston County School District Board of Trustees:

I read with interest an advertisement in the Charleston Post and Courier, dated 10/26/2015, about the need for community representatives to serve on the District's Health Advisory Committee. One of the positions being sought is a Medical representative. I am submitting to you a recent curriculum vitae and would like to be considered for the Medical position. I have recently retired from an academic medical school practice after 36 years as a pediatrician with subspecialty certification in infectious diseases. I began my career at Michigan State University, College of Human Medicine, and Department of Pediatrics and Human Development in 1979 and remained there until 2001 when I joined the Medical College of Georgia in Augusta, GA. In addition to clinical practice, I conducted research involving infections in child care, immunizations and vaccine safety, as well as certain viral diseases such as those caused by influenza and respiratory syncytial virus. I also taught 1st and 2nd year medical students in small groups topics such as Problem Based Learning and Medical Professionalism. Finally, I spent significant amounts of time, while in Georgia, doing medical administration, specifically focusing on performance (quality) improvement, patient safety, and morbidity/mortality data. I have been very active nationally with the American Academy of Pediatrics (AAP), serving as the Chair, Section on Infectious Diseases for 4 years and was selected to serve on the AAP's Committee on Infectious Diseases, a major policymaking committee, from 1995-2001 and again from 2011 to 2015.

My wife and I built a new home in the Plantation at Stono Ferry almost 1 year ago and, as of 10/01/2015 I am now living there full-time.

I am familiar with the development of curriculum materials for education purposes and did participate in a research project with Emory University investigators and staff from the East Central Health District (Georgia) where we developed a curriculum to teach middle school and high school students about various adolescent immunizations, including human papillomavirus vaccine, one of the most common sexually transmitted infections with potential serious long term sequelae (cancer of the cervix, etc.). I have also worked on curriculum for teachers concerning influenza prevention and control in child care settings.

Should you have other questions concerning my background or experience in relation to the volunteer opportunity, please do not hesitate to contact me.

Respectfully,

Dennis L. Murray, M.D., FAAP, FIDSA
5096 Timber Race Course
Hollywood, SC 29449

(843) 414-7097

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Name:	Dennis L. Murray, M.D., FAAP
SSN:	upon request
MCG Rank:	Professor, with tenure, Department of Pediatrics (Retired)
MCG Title:	Professor, Department of Pediatrics, Chief, Division of Infectious Disease (Retired)
Former OFFICE ADDRESS:	Georgia Regents Children's Hospital of Georgia Department of Pediatrics
MCG, Georgia Regents University	1120 15th Street, BG 1107-A Augusta, Georgia 30912
Former OFFICE TELEPHONE:	706-721-4725
E-Mail:	dmurray@gru.edu
PRESENT RANK:	Professor, Department of Pediatrics Chief, Division of Infectious Disease (Retired, 09/30/2015)

PERSONAL DATA:

HOME ADDRESS:	5096 Timber Race Course, Hollywood, SC 29449
HOME TELEPHONE:	(843) 414-7097
DATE OF BIRTH:	August 31, 1948
BIRTHPLACE:	Lansing, Michigan
CITIZENSHIP:	USA
SEX:	Male
MARRIED:	Janet Ester Domke Murray
CHILDREN:	Seth Calder Sara Nicole

EDUCATION:

1966 – 1970	University of Michigan, Degree, B.S., Zoology
1970 – 1974	University of Michigan, Degree, M.D.
MEDICAL LICENSURE:	California (1979 – 1993), Michigan (1979 – 2002), Georgia (active through 2018)
BOARDS:	Board certified Pediatrics, October 1979 Board certified Pediatric Infectious Disease ABP Pediatric Infectious Disease Board Exam 11/15/1994 Re-certified Pediatric Infectious Diseases, 05/19/2000 and 10/29/2008 (valid through December 31, 2015)

HONORS:

1969, 1970	University of Michigan Dean's Honors

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1973	AOA
1977	Chief Resident, Children's Hospital, Northern California, Oakland, CA
1983	Resident Teaching (GMEI) Golden Pickle for Excellence, CHM Class, 1985
1990	State of Michigan Excellence in Teaching, College of Human Medicine
2000 – 2001	Michigan State University Award, Resident Teaching – MSU Pediatric Residency
2003	American Pediatric Society (elected to membership)
2006, 2009, 2010, 2013, 2014	Selected for inclusion, Guide to America's Top Pediatricians, Consumer Research Council of America
2013	Georgia Regents University Educator Innovation Institute Award for Pediatric residency teaching

PROFESSIONAL TRAINING AND EXPERIENCE:

07/1974 to 06/1977	Pediatric Residency (PL-1, 2, & 3). Children's Hospital of Northern California Oakland, CA, (includes Chief Pediatric Resident)
07/1977 to 06/1979	Fellow, Pediatric Infectious Disease Harbor-UCLAMedicalCenter, Torrance, California
07/1979 to 06/1987	Assistant Professor Department of Pediatrics and Human Development MichiganStateUniversity
07/1984 to 06/1991	Associate Professor with tenure Department of Pediatrics and Human Development MichiganStateUniversity
07/1987 to 02/1992 09/1992 – 03/1995	Vice Chair; Department of Pediatrics and Human Development MichiganStateUniversity
07/1987 to 06/1994	Recruitment Coordinator MSU Pediatric Residency Program

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07/1989 to 09/1989	Acting Residency Director MSU Pediatric Residency
07/1991 to 08/2001	Professor, Department of Pediatrics and Human Development MichiganStateUniversity
01/1992 to 06/1994	Assistant Residency Director MSU Pediatric Residency at MSU and SparrowHospital
1979 to 2001	Director, Division of Pediatric Infectious Diseases MichiganStateUniversity
01/1996 to 01/2000	Chair, Department of Pediatrics, Sparrow Regional Children's Center, Lansing, MI
08/2001 to 09/30/2015	Professor, Department of Pediatrics, MedicalCollege of Georgia Chief. Pediatric Infectious Diseases Division
08/2001 to 09/30/2015	Associate Medical Director for Performance Improvement, Children's Medical Center, MCG (now Children's Hospital of Georgia)
08/2003 to 09/30/2015	Medical Director, 4 CMC (Medical Inpatient Unit), MCGChildren's Hospital of Georgia)
07/2006	Awarded tenure, Medical College of Georgia; 5year Reassessment Tenure Reaffirmed 11/2011
07/2008 to present	Associate Member, Faculty on Infectious Diseases, University of Georgia, Athens, Georgia
02/2011 to 05/2015	Interim Division Chief, Pediatric GI, Department of Pediatrics, MCG/GHSU (now Georgia Regents University)

MEDICAL MANAGEMENT PROGRAM ATTENDED:

Diversity and Pluralism MSU Administrators Program, 1991
Sexual Harassment - MSU Administrators Program, 1992
Successful ResidencyRecruitment-NationalCenter for Residency Recruitment Services, Cleveland 1993
Handling the Distressed Student--MSU Faculty Program, 1997

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Healthcare Compliance Conference, sponsored by MSU/Sparrow Hospital, 1998
The Physician and Corporate Compliance, sponsored by IRMC, 1999
The Physician as Manager (ACPE Series), Novi, MI 1999
Healthcare Compliance (HCCA) Fraud Awareness – Professional Compliance, August 2000
CME Coordinator Training, SparrowHospital, November 2000
HIPAA and Confidentiality in Research, January 2003
Patient Safety in Children's Hospitals AHQR teleconference February, 2003
HIPPA Management Training, March, 2003 (required for all MCG personnel)
Perfecting Quality in Children's Hospitals NACHRI/AHRQ teleconferences (2) April, 2004
HIPAA Basics and Security Training for Managers, MCGHI Web-based education and testing, April 2005
EMTALA Training, MCGHI Web-based education and training April, 2005
AAP Web-based sessions on patient safety and quality improvement 2006, 2007, 2008, 2009, 2010
Yearly Administrator Strategy Competencies (web based) 2007, 2008, 2009, 2010, 2011, 2012, 2013.
Annual GRU Compliance Training 2014
CITI Certification for Human, Biomedical Research, 12/2007; recertified 03/2010

PHYSICIAN STAFF PRIVILEGES:

1. SparrowHospital, Lansing, MI – 7/79-8/01
2. MichiganCapitalMedicalCenter, Lansing, MI - Consulting 7/79-8/01
3. MSU Health Team Practice, East Lansing, MI - Member through 8/01
4. Medical College of Georgia, MCGHI 8/01-Present (in 2013 name changed to Georgia Regents Medical Center and Children's Hospital of Georgia)

CONSULTANT/ADVISOR ORGANIZATIONS:

03/1980 to 12/1992	Faculty Advisor and Director Medical Student Immunization Clinic College of Human Medicine, MichiganStateUniversity
07/1980 to 08/2001	Advisor on Immunizations and Health Policies Ingham County Health Department, Lansing, MI
1982 to 1985	E.I. DuPont DeNemours Wilmington, Delaware
1983 to 1998	Bethany Christian Services, International Adoption Grand Rapids, MI
1983 to 1988	LansingSchool District Lansing, MI
1986 to 08/2001	Department of Social Services State of Michigan Department of Community Health State of Michigan
1987 to 1994	MichiganState Medical Society AIDS Speakers Bureau
1990 to 1992	Hoechst Challenges to Pediatric Medicine Series

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1993 to1998	Board of Directors, National Association of SickDay Care Centers
1994	Michigan Nurses Association Immunization Project
1996 to 1999	Peer Provider Immunization Project, State of Michigan
1999	Wyeth-Lederle, *S. pneumoniae* protein conjugate vaccine (Prevnar®) advisory group for scientific presentations.
2001 to 2002	Speakers Bureau: Wyeth Vaccine Division
2001 to 2006	Speakers Bureau: Sanofi Vaccine Division
2001 to 2008	Speakers Bureau: Merck Vaccine Division
2003 to 2008	Merck Adolescent Vaccine Advisory Board

PROFESSIONAL SOCIETIES:

AmericanAcademy of Pediatrics, Fellow (1979), Member of Sections of Pulmonology and Infectious Diseases
American Society for Microbiology (through March, 2015)
American Federation for Medical Research (through 2013)
American Association for Advancement of Science
Pediatric Infectious Disease Society, Fellow 1988
Infectious Disease Society of America, Fellow 1993
AOA
American Pediatric Society, 2003(Retired member 10/01/2015)
Midwest Society for Pediatric Research (through 2013)

SEVERAL STATE SOCIETIES INCLUDING:

Michigan Infectious Diseases Society (1987-2003)
Michigan Chapter of AmericanAcademy of Pediatrics 09/1979-10/2001
Georgia Chapter of AmericanAcademy of Pediatrics 10/2001-present

COMMITTEE SERVICE:

Department of Pediatrics and Human Development, MSU

Committee on Reappointment, Promotion and Tenure, 1981 to 1985; 1993-1996 - Chair/Co-Chair
Executive Committee, 1987 to 3/1995
Research Task Force 1995-1996
Numerous Search Committees, most recent Directors of Neonatology and Endocrinology (1989), General Pediatrics (1990 and 1995) Gastroenterology (1992) - Chair
Diversity and Pluralism Committee Chair, 1990-1991.
Residency Education Committee, 1988 to 1994.
Grievance, 1992 - 1994, 2000 -2001
Department Representative to Pediatric Residency Education Committees in Flint and Grand Rapids, 1990 to 3/1995. (Monthly meetings)
Program Development 1998 - 2000
Faculty Coordinator, Pediatric Grand Rounds, 1995-2001
Faculty Coordinator, Pediatric Subspecialty Conference, 1992-1998

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Compliance Officer, 1999-2001

College of Human Medicine, MSU:

Continuing Medical Education, 1983 to 1985; 1990-1993, 1999 - 2001
Research and Graduate Studies, 1984-1988; Chair 1987-1988
Ad Hoc - AIDS Advisory, 1985 to 1990
Gamma Chapter AOA (MSU) 1987 to 2001, Executive Committee, 1993 to 1997
Admissions Committee, Medical Student Interviewer, 1989-1993, 1995-2001
College of Human Medicine Representative to University Appeals Board, 1988-1991
Primary Care Task Force - Residency Section 1993
Moderator: Residency Day Presentation, April 1994

Michigan State University:

Institutional Research Review, 1985
Infection Control, MSU Clinical Center, 1985 to 1988
University Awards Committee, 1987
All University Traffic Committee 1994-1997, Chair, 1996-1997
Privileges and Credentials--MSU HealthTeam, 1999 - 2001

Hospitals: [Michigan]

Infection Control, Ingham Medical Center January 1980-1984; 1985-1986
Pediatric Planning, Ingham Medical Center January, 1980 - 1992
Infection Control, E.W. Sparrow Hospital 1985-1988; Vice Chair, 1989 - 1995
Pediatric Executive Committee, E.W. Sparrow Hospital, Elected Member 1988-1993, 2000-2001
Vice Chair- 1994-96; Chair-1996-99
Medical Staff Executive Committee Sparrow Hospital 1/1996 - 1/2000
Pediatric Action and Advisory Committee, Sparrow Hospital, 1994-1999
Ad Hoc RSV – Hospitalized Children Protocol (August 2000 - December 2000)

Residency Training Program GMEI/MSU:

Representative of Ingham Medical Center to Resident Training Committee, July 1983 to 1985, MSU Representative 1985-1990.
Recruitment Coordinator, 1987 - 1994.

State of Michigan:

Committee on Immunization Practices, 1982 - 1990
Advisory Committee on Immunizations, 1991 – 2001, Representing MAAP and MIDS
Ad Hoc Committee, Rules and Regulations Concerning Sick Children's Day Care Centers, 1986 - 1993
Department of Social Services; Multi-group discussion of MI Regulations Child Care, 1998; 1999
Pediatric AIDS Subspecialty Advisory Panel, 1989-1991, Department of Public Health
Hepatitis B Maternal-Infant Project, 1990 - 1992, Department of Public Health
Peer Educator for Peer Educator Project on Immunizations 1996 to 2000

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Michigan Chapter AAP:

Committee on Immunizations and Infectious Diseases, 1983 - 2001; Chair, 1989 - 2001
Represented District V at AAP Conference on Immunizations, Chicago, IL
Representative to State of Michigan Advisory Committee on Immunizations 1994 – 2001

Georgia Chapter AAP:

Committee on Infectious Diseases 01/2003-present
Committee on School Health, 01/2008-2014
Task Force on Quality 2007 - 2009

Michigan Infectious Disease Society:

Professional Liaison - Chairman, 1987 to 1993
Newsletter - Editor, 1988-1990; 1997 - 2001
Representative to State of Michigan Advisory Committee on Immunizations,1992 - 2001.
Primary Planning Group Chair and Moderator MIDS Annual Scientific meeting, East Lansing, 1994, 1999; Coordinator, moderator 1998.
Primary Planning Group, Moderator, Speaker Annual MIDS Public Health Forum, 1994 to 2000.
Communicable Disease/Emerging Infections Task Force, 1995.
MIDS President-elect, 2000 – 2001.

Medical College of Georgia /MCGHI /PPG(as of 01/2013 Medical College of Georgia is Georgia Regents University and PPG is now Georgia Regents Medical Associates)

Medical Executive Committee, Children's Medical Center, Medical College of Georgia Hospital and Clinics 08/2001-06/2015 (MEC of CHOG merged with Adult MEC 07/2015)
Performance Improvement Committee, Children's Medical Center – Chair 08/2001-07/2014
Peer Review Committee Children's Medical Center, Chair 01/2003-06/2005; Member 07/2005-09/30/2015
Pharmacy and Therapeutics Committee member 10/2001- 09/2014 (also Subcommittee on Anti-Infectives member 10/2001-09/30/2015)
Medical College of Georgia – Department of Pediatrics Chairs Advisory Group/Division Chiefs08/2001-09/30/2015
CMC Leadership Group (became CMC Quality Council in May, 2011)08/2001-present (CMC is now Children's Hospital of Georgia); Chair, CHOG Quality Unit Council 08/2014-09/30/2015.
Ad hoc Pediatric Clinical Research Committee 2002-2004; CHOG Clinical Research Unit Advisory 2014-09/30/2015
Human Assurances Committee (MCG's IRB) 07/2002-04/2008
Department of Pediatrics Executive Committee 12/2004-06/2009
Risk Management Committee, Physicians Practice Group (PPG) 07/2003- present; Co-Chair 2013-09/30/2015
Student Summer Research Committee (MCG) 08/2002- 06/2005
Clinical Service Chiefs Committee 08/2003-09/30/2015
4CMC Leadership Committee 08/2003-present; 4CMC Quality Unit 03/2011- 09/30/2015
Task Force for Clinical Research Coordination and Infrastructure (MCG/MCGHI Committee) 2005 - 2006

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Task Force on Quality, Physician Practice Group (PPG) 11/2007-2008 (PPG is now Georgia Regents Medical Associates)
MCG SOM Dean's Quality Committee 12/2009- 07/2010
Coordinator/Moderator CHOG M & M Quarterly meeting 2006-09/30/2015
PPG Board of Trustees, elected member-at-large, 07/2011- 06/2015 (PPG is now Georgia Regents Medical Associates)
PPG Executive Committee, member 07/2012-06/2014 (PPG is now Georgia Regents Medical Associates)
GR Medical Associates COO Search Committee 2014
Oversee Department Research Coordinator(s) 2003-2009; 2012-09/30/2015
Pediatrics Department Promotion and Tenure Committee 2013-09/30/2015

Pediatric Infectious Diseases Society:

Committee on Employment and Manpower, 1988 - 1992
Clinical Affairs Committee, September 1997 - 1998
Public Policy Committee, 2000 – Chair, 2001- 06/2008
- Steering Committee National Network Immunization Information (NNii) 10/2001 –2013
-IDSA Public Policy Committee (PIDS liaison): Lobby Congress Day, Sept., 2002; Lobby Congress Day, March, 2003
Pediatric Quality Indicators (Patient Safety), AHRQ national Panel representing PIDS 2004-2006
Vaccine Advocacy Task Force (Committee, beginning 2011) 07/08- 07/13

American Academy of Pediatrics:

Committee on Infectious Diseases (RedBook) July 1, 1995 – July 2001; 2nd "tour" 07/01/2011 to present as SOID Liaison
Technical Panel- Prevention and Control of Infectious Disease, Caring for Our Children 2002 National Standards for Out of Home Child Care; Technical Panel Infectious Diseases, 3rd Edition December 2008-present
AAP Section On Infectious Diseases (SOID) Executive Committee, 11/2006-11/2014 (re-elected 2009); Chair, 11/2010- 11/2014.
Speaker AAP NCE, Atlanta, GA, October, 2006; San Diego, CA, October, 2014
Moderator, AAP NCE Combined SOID and SOPM ½ day Program, San Diego, CA, October, 2014; Speaker, AAP Combined SOID and SOAI ½ day Program, San Diego, CA, 10/2014.
Reviewer/Author AAP Red Book, 1997, 2000, 2003, 2006, 2009, 2012, 2015
Speaker AAP PREP ID 2009 (Chicago) 7/2009
Attendance at AAP ALF meeting 03/2010, 03/2011, 03/2012, 03/2013, 03/2014
AAP Grand Rounds, ID Section Contributor, 01/2010-01/2012

American Board of Pediatrics:

Pre-reviewer, Two Pediatric Infectious Diseases Programs 1996-1997; Board Review Questions - Pediatric Infectious Diseases, 1995-1998

CMS (Centers for Medicare and Medicaid Services)

Invited Member of the Immunization Technical Expert Panel, 01/2012-09/30/2015

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Journal Reviewer:

American Journal of Public Health, 1987-1989
Pediatrics, 1995-present

Ad Hoc: *Archives of Internal Medicine, AJDC, Southern Medical Journal, Clinical Pediatrics, Tubercle*, Clinical Infectious Diseases J, *Journal of Infectious Diseases, Pediatric Infectious Disease J, J Pediatrics , Vaccine*

Other:

(1) Infect Dis. Chapters Rudolph's Pediatrics 21st Edition, Author and Associate Editor, McGraw Hill Publishers, 2003; 22nd Edition Author, 2011
(2) PREP® the Course, AAP faculty September, 2003, June, 2004

Nominated for:

Vaccines and Related Biological Products Advisory Committee, FDA, 1984, 2001, 2004

National Vaccine Program Advisory Committee, HHS, 1989.

American Academy of Pediatrics Red Book Committee (Committee on Infectious Diseases), 1990, 1992, 1995 (selected).

American Academy of Pediatrics Scientific Meetings Committee, 1993.

American Pediatric Society 2002, 2003 (elected)

Editorial Board AAP News 2004

Editorial Board AAP Grand Rounds 2005

PIDS Council 2006

NVAC (nominated by PIDS) 2010

Chair, AAP SOID, nominated 2010, (elected)

Advisory Commission On Childhood Vaccines (ACCV, nominated by AAP, 2013)

RESEARCH ACTIVITIES:

Sponsored:

"Specific IgE in Viral Infections" - $6,000 Biomedical Research Support Grant through Michigan State University October 1, 1979, to November 15, 1980

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"Specific IgE in Bronchiolitis" - $3,333 American Lung Association, October 1, 1980 to September 30, 1981

"Prospective Evaluation of Free Erythrocyte Protoporphyrin (FEP) and Serum Ferritin Determination in Patients on Chloramphenicol" -$5,000 Federal Biomedical Research Support Grant through Michigan State University July 1, 1981 - June 1982

"Comparative Effectiveness of Acetaminophen Versus Placebo in Moderating Reactions to DPT Immunizations", D.L. Murray, D.A. Singer, R.L. Solomon, M. Ouellette - $9,799 McNeil Products Company, January 1982 - January 1983

"Evaluation of the Value of the Cytocentrifuge in Aiding in the Diagnosis of Infection", R. Kulkarni, D.L. Murray, I. Leader, Shandon Scientific Products, 1982.

"Evaluation of the ISOLATOR® Tube as a Method for the Detection of Viremia: Phase I - *In Vitro* Experiments" - $35,211 E.I. DuPont, D. Murray, Principal Investigator, January 1, 1983 to June 30, 1983

"Prevalence and Transmission of *Pseudomonas cepacia* in a Cystic Fibrosis Summer Camp", G. Seagren and D. Murray (assistance from P. Peek, I. Leader and R. Honicky) - $2,840 Roche Laboratories, July 1983

"Granulocyte Transfusions in Canine Neonatal Meningitis", R. Kulkarni, R. Bull, D.L. Murray, P. Karna, P. Coffman - $15,000 Children's Leukemia Foundation of Michigan, 1983 – 1984

"An Immunologic and Virologic Evaluation of Patients Receiving Various Types of Hemophilia Treatment", D. Kaufman, E. Romond, Z. Jin, R. Gera, J. Penner, R. Cleveland and D. Murray - $22,000 Michigan Red Cross and National Hemophilia Foundation, July 1983 - June 1984

"Therapeutic Effects of Acyclovir versus Acyclovir and Axone Combination on Cutaneous Herpes Infections in Lymphopenic and Healthy Guinea Pigs" - $7,500 Principal Investigator - Ashir Kumar, M.D., Co-Investigator - D.L. Murray, and R. Kulkarni, Biomedical Research Support Grant through Michigan State University January 1984 - December 1984

"Evaluation of the ISOLATOR® Microbial Tube as a Method for the Detection of Viremia. Phase Ib - Toxicity Studies" - $20,728 E.I. DuPont, October 1984 - September 1985, D. Murray, Principal Investigator

United States Patent #4,581,331, April 8, 1986, "Method for the Rapid Detection of Virus and Viral Antigens" Issued to D. Murray, MSU, and E.I. DuPont "Occurrence of Viremia in Primary and Recurrent Oral Herpes Simplex Virus Infections: Evaluation of the ISOLATOR® Microbial Tube" - $10,189 E.I. DuPont October, 1984 - September, 1985

"Health Screening of Intercountry Adopted Children" - $4,924, Bethany Christian Services, Grand Rapids, MI, September, 1984 - August, 1985, D. Murray, Principal Investigator

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"Effect of Cimetidine on Suppressor Cells: Use of an *In Vivo* Mouse Model" - $3,000 Principal Investigator - Z. Jin Co-Investigators - D. Murray, R. Cleveland and A. Kumar, Biomedical Research Support Grant through Michigan State University, 1986

"Evaluation of Immune Complex Formation Following Measles and Rubella Vaccination", D. Murray, R. Cleveland, M. Braisted - $1,000, Behring Diagnostics, LaJolla, CA and Michigan Department of Public Health, 1986

"Evaluation of the Rate of Certain Serious Reactions Occurring After Administration of DTP Vaccine Produced by the Michigan Department of Public Health: A Mail-in Questionnaire Survey" Sponsored by Childhood Immunization Division CDC - $8,000

"Hepatitis B Policies in Medical School: A Nationwide Survey", D. Murray, R. Harvey, J. Brezinski - $1,000 Michigan State University, College of Human Medicine, January 1989 - December 1989.

"Evaluation of Triage Guidelines and Proposals for Day Care Centers for Ill Children", Department of Social Services. Contract 6/30/89 through 9/30/90 with Dennis L. Murray, M.D.; Renewal Contract for 10/1/90 to 9/30/91.

"A Comprehensive Study of Antibody Status in Patients with Hemophilia A". Principal Investigator - Roshni Kulkarni, M.D., Co-Investigators - Ashir Kumar, M.D., and Dennis L. Murray, M.D. January 1, 1990 - December 31, 1990, Hemophilia Foundation of Michigan - $19,000; Competitive Renewal awarded January 1, 1991 - $20,000

"Survey of Pediatric Infectious Disease Society Members Regarding Duration of Antibiotic Therapy for Sepsis", Hoechst - $1,500 July 1, 1990 - December 1, 1990

"Evaluation of Techniques to Promote Use of Hepatitis B Vaccine in Medical Students", Grants-in-aid from Merck, Sharp and Dohme - $2,000 and SmithKline Beecham - $1,000, 1990 - 1992

"An Open Study of the Safety and Immunogenicity of a DTwP Vaccine and a Hib Vaccine When Administered in Combination as a Single Injection and When Administered as Two Injections in Separate Thighs (Protocol 209667/001) SmithKline Beecham $166,852 D. Murray Principal Investigator, June 1993 - May 1995.

"Analyzing Amount of Neutralizing Antibodies to Various Enteroviruses in IVIG". Miles $2,680 D. Murray Principal Investigator, 1994 - 1995.

"Survey of Immunization Curriculum and Resources in Michigan Medical Schools and Physician Assistant Programs" Michigan Department Community Health and Michigan Public Health Institute $12,500 D. Murray Principal Investigator, 1996.

"RSV Monoclonal Ab as Prophylaxis to Prevent RSV Disease" Pharm. Product Development. D. Murray and P. Karna, Co-Prin Investigators, $58,000 November 1996 - June 1997.

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Retrospective Review of RespiGam® Therapy in Premature Infants in Lansing, 1997-1998. D. Murray, P. Karna, M.D., C. Decker, MedImmune, Inc. $2650.

"Educational Grant to Develop RSV Education Program for Families in NICU" D. Murray, P. Karna, MedImmune, Inc. $1000, 1998.

"Non-Medical Costs Borne by Caregivers of Infants Hospitalized with RSV", D. Murray, MedImmune, Inc. $3000, 2000. Renewal for 2000-2001 $3500.

"Hepatitis B Vaccine Information Statement Project." D. Murray (P.I.), G. Stoltman, N. Fasano, C. Roberts. An educational research project, Merck Vaccines', $5,000 and Glaxo SmithKline, $5,000, 2001.

"Exploratory Study to Examine Synagis Blood Levels at Time of RSV Hospitalization", D. Murray (PI) MedImmune 2002 (funded), Renewed 2002-2003

"Lot-Consistency and Bridge Study of HCP 20/20/5/3 DT. MIPV/PRP-T (Pentacel®) in Infants and Toddlers", D. Murray (PI) Aventis July, 2002 $194,000 (study halted due to lack of patient site participation – 2003)

"Increasing Education Efforts with Providers and Families to Improve Influenza Vaccination Rates in Children with Select Chronic Diseases", D. Murray (PI) Aventis 2002-2003 $3000.00; funded 2003-2004, $3000

CP-III: MK0476 "A Randomized, 2-Period, Multicenter, Double-blind, Parallel Group Study comparing the Effects of..Montelukast Granules and Placebo....With Respiratory Syncytial Virus-Induced Bronchiolitis...." Merck Research Laboratories 2004-2006.

"Influenza Vaccine Delivery to Adolescents": Two Multicomponent Interventions, W. Orenstein, K. Pazol, R. DiClemente, et al (including D. Murray), Funded by CDC through Emory University, $432,000 1st year; $1,300,000 total; 10/2007-10/2010

"A Phase 2 Randomized, Double-Blind, Placebo-Controlled Study to Evaluate a Single Intramuscular Dose of Motaziumab (MEDI-524...", J. Bhatia, D. Murray, MedImmune, Inc 12/2007- 03/08.

"Enhancing Adolescent Immunization Through Parent and Teacher Interventions", (Hughes, PI, DiClemente, Gorgano, Soles, Murray, et al co-I). RFA submitted 04/2010, funded by CDC through Emory University 10/2010. Total award $1.6 x$10^6$, 2010-2014 (granted a no cost extension through 08/31 2015)

Non-supported:

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"Immune Status of Medical Students to Rubella and Other Communicable Diseases", D.L. Murray, J. Sperling, A. Diallo and B. Wilcke, September 1981

"Alpha-fetoprotein and Parvovirus Infection", R. Fisher, D. Murray, M. Patterson, D. Johnson, 1989

"IVIG: Passive Transfer of Hepatitis B and C Antibodies," P. Karna, D. Murray, D. Valduss, *et al* 1992.

"*S. mitis* Meningitis in Febrile Neutropenic Cancer Patients" D. Bulkundi, D. Murray, *et al.*

"Cluster of Septic Arthritis Cases caused by *S. pneumoniae*" M. Pieroni-Long, D. Murray, A. Kumar, *et al.*

"Moniliella suaveolens infection in an infant". Literature review. S. Pawar, D. Murray.

"Pediatricians Influenza Prevention Practices in Georgia" D. Murray in conjunction in GA AAP 2002-2003

Hypokalemia Management in PICU by Use of a Treatment Protocol R. Mehta, T. Pearson-Shaver, etal (including D. Murray)

"Neurological Manifestations of Cat-Scratch Disease" S. Bucholz, C Mani, D. Murray; 2004

"Antifungal lock Therapy in Children with Indwelling Central Venous Catheters" B. Buckler and D. Murray; 2006 – 2007

"Intracranial Epidural Abscess – Report of Two Cases" M. Cordoba, F. Cox, D. Murray; 2006 – 2007

"Segniliparus rugosa in a child with Cystic Fibrosis" D. Murray, V. Hudson, M. Fisher, et al; 2007 – present

"MRSA necrotizing fasciitis in an infant" C. Samsel, D Murray, R. Bassali, et al: 2007-2008

"Evaluation of Parent Perceptions Regarding Vaccine Information Statements in families of infants 6 weeks to 6 months of age" J Becton, D Freeman and D Murray; 2009- 2010

"Survey of Pediatric Infectious Disease specialists (members of the AAP SOID) re. Telephone Consultations" D. Murray, M. Ikeda, AAP Staff; 2009

"Antibiotic Use in Southern Children's Hospital with Limited Antimicrobial Stewardship", Student Summer Research Project through Child Health Discovery Institute, Courtney Cripps, Whitney Jones, D. Murray, 2011

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"Multiplicity of Respiratory Pathogens predicts More Severe Illness" K. Mahoney, N. Sharma, D. Murray, et al. 2012-2013

"Recurrent Thrush as Manifestation of Transient Hypogammaglobulinemia and Neutropenia", G. Hsu D. Ownby, D. Murray, 2013

"Late Preterm Infant with early Onset GBS after Adequate Intrapartum Prophylaxis" T. Bashambu and D. Murray

"*Propionibacterium avidum*" as a cause of pediatric osteomyelitis. A.L. Shiver, S. Bertrand and D.L. Murray

Other:

Local investigator on PHS-CDC project "Effect of Rifampin Chemoprophylaxis Upon Eradication of *Haemophilus influenzae* type b Disease", November 1979 - June 1981

"Intent to Acquire Immunizations: A Survey of Parents of Newborn Infants", Principal Investigators - Heidi Fromke, R.N., and Lyn O'Connor, R.N., Co-Investigator - D. Murray, M.D., 1985

Co-investigators on three antibiotics grants; Eli Lilly (1), Cyanamid (2) for clinical evaluation of various medications on double-blind studies, Principal Investigator - A. Kumar 1984-1985.

Sub-investigator on several PACTG (Pediatric HIV) studies, including 219C, P1045, and P1057 at Medical College of Georgia, a sub-site of the University of Alabama, R. Pass, M.D. PI. 2001-2006 (These studies funded by PACTG through NIH).

Survey with M Ikeda and AAP staff to assess physician "work" (wRVUs) on telephone consultations between primary care physician and AAP SOID member pediatric ID physicians. 2008-2012.

Submitted, Not Funded:

"Risk of Subsequent Infectious Illness in Children Attending Day Care Centers for Mildly Ill Children." D. Murray, G. Gonzalez, G. Johnson, and S. Landry, $36,000, Center for the Future of Children, 1992.

"RSV Prevention with Monoclonal Antibody." D. Murray, SmithKline Beecham 1995.

"Outreach on Information Highway." A. Kumar, D. Murray, D. Kallen, MSU Outreach Grant Proposal, 1996.

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"Duration of *S. pneumoniae* - related Antigen in the Urine after Receipt of Prevnar®." D. Murray (P.I.) submitted to Wyeth-Lederle, February 2000.

"Immunogenicity of *S. pneumoniae* protein conjugate vaccine in children (ages 2 months to 9 years) with cancer," D. Murray (P.I.) submitted to Wyeth-Lederle, July 31, 2000 – not funded; 2002-2003 at $35,000.00 – not funded

"A Survey Study of the Burden of Rotavirus Gastroenteritis on Families of Hospitalized Children", D. Murray and S. Arnold (UT. Memphis) Co. PI, Merck $3-5000/site [not funded] 2003-2004; [not funded] 2004-2005; [not funded] 2005-2006

"Exploring Racial Disparities in HPV Vaccination", Hughes, PI. Sales, Gargano, Murray, et al as co-I or consultant (Murray). RFA submitted to CDC 03/2012, through Emory University[not funded]

"Using Interventions in Physician's offices to Increase Adolescent Immunization Rates" Hughes JM [PI], Gargano L, Sales J, et al (including D. Murray) Submitted to CDC 02/25/2013, through Emory University [not funded]

TEACHING (College of Human Medicine - MSU):

Listing of courses taught and months attended available upon request, but most recently include: Medical Ethics Focal Problem, 1989-1992; Newborn and Young Child Exam, 1989-1996; Young Child Exam, hospital, 1995; General Clerkship Attending, 1989-2000; Pediatric Infectious Disease Electives, 1989-2000; Block II, Infectious Diseases and Disorders of Behavior and Development Domain, 1992-2000; Block I, Mentor Group 1991, 1992, 1996, 1997, 1999-2000, 2000-2001; "Bacterial Sepsis" and "Pediatric Pneumonias" Pediatric Clerkship lectures, 1994-2001. Case presentations, 1995. Doctor-Patient Relationship, year 1, 1998. (MSU Dept. of Human Ecology) FCE 473, "Infectious Disease Issues in Child Care" Lecture, 1996 to 2000. "Immunizations" PBL Lecture 1998, 1999, 2000.

(Medical College of Georgia):

Year I Young Child History, Year II Young Child Examination. 2001-2002. General Ward Attending (3 weeks/yr 2002-2005, 1 week 2007) elective in Peds ID 5-8 students/yr 2001-2013. Essentials of Clinical Medicine small group Year I (yearly 2002-2013); Year I Advisory (mentor) Group (2002-2005, 2007); Core Clinical Educator (split with C. Mani, M.D. 0.1 FTE each, 2005-2013) Student Research Elective 2 students in Ped Infect. Dis (8/02-06/06); Year 2 lecture "Pediatric Respiratory Viruses"; OSCE examiner Year 1 (2009), Year 2 (2009). Core Clinical Educator, Year 2 Pediatric Physical Diagnosis, 2013-2014; 2014-2015.

Pediatric Residency:

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MSU/Sparrow Hospital yearly lectures on "Bronchiolitis", "Evaluation of the Febrile Infant", "Kawasaki Syndrome and Lyme Disease", "Prevention and Treatment of Infection in Immunocompromised Children", 4 week general pediatric ward attending; 4-8 residents (PL-2 or PL-3) on elective yearly; 4-6 presentations at pediatric subspecialty conference yearly.

Flint, Hurley Hospital (with A. Kumar, M.D.). Eight lectures per year on Pediatric Infectious Disease topics 1996-1999. One Flint resident per year on elective (1996-1999).

Medical College of Georgia yearly lectures "Bronchiolitis" "Osteomyelitis and Septic Arthritis"; mid-year exam questions; general ward attending 3 weeks/academic year 01-02, 02-03, 03-04, 04-05 and 1 week 2007; ID electives 2 residents in 2002, 1 resident 04/03; 3 residents 07/03-01/04; 3 residents 02/04-07/04; research elective 1 resident 02/04. Revised elective in July,2004, 3 residents 2 weeks each 07/04-04/05, 3 residents, 2-weeks, 1-4 weeks, 2005-2006, 4 residents 2007-2008, 5 residents 2008-2009, 6 residents 2009-2010, 6 residents 2010-2011, 5-7 residents year 2012- 2013 and 11 residents 2013-15. Family Medicine Residents in Peds ID Clinic, 4-6 residents/year 1clinic per week X 4 weeks, 2006-2012. Reviewer, Pediatric Resident Research Day 2005, 2007-2014. Microbiology Rounds, monthly with Pediatric Residents; Dr. Murray (4), Dr. Mani (4), others (4) 2009-2010. Lectures to Pediatric Residents on Viral Vaccine Preventable Diseases and Tuberculosis (*M. tuberculosis* and atypical *Mycobacteria*) 2011. Infectious Diseases for Pediatrics Board Review 3 sessions/year per ID faculty member 2011-2015, Moderator, Resident Research Day, 2010-2014, reviewer resident research for William Kanto Award 2008-2014. Research Subcommittee Pediatric Residency, reports to Residency 2010, 2013. Faculty Advisor 1-3 residents/year 2006-2014

PRESENTATIONS:
CME:

1. "Viral Respiratory Disease." Pediatric Grand Rounds in Lansing, Saginaw, Flint, and Kalamazoo, MI during academic year July 1979 to June 1980.
2. *"Chlamydia trachomatis"* - Microbiology and Importance to Pediatrics." Presented at Pediatric Grand Rounds in Lansing, Saginaw, Flint, and Kalamazoo, MI during academic year July 1979 to June 1980.
3. "Infectious Diarrhea in the Neonate." Neonatal Grand Rounds, E.W. Sparrow Hospital, Lansing, MI, April 1980.
4. "Reye Syndrome." Pediatric Grand Rounds, Ingham Medical Center, Lansing, MI, May 1980.
5. "Fever, Rash and Arthralgia." Pediatric Grand Rounds, St. Lawrence Hospital, Lansing, MI, August 1980.
6. "Immunizations and Vaccines - An Update." a) Pediatric Grand Rounds in Flint, Grand Rapids, Kalamazoo and Saginaw, MI during academic year July 1980 to June 1981; and b) Pediatric Grand Rounds St. Lawrence Hospital, Lansing, MI, July 1981.
7. "Non-bacterial Antibiotics." Pediatric Grand Rounds, E.W. Sparrow Hospital, Lansing, MI, April 1981.

8. "Anti-viral Chemotherapy." Pediatric Grand Rounds, E.W. Sparrow Hospital, Lansing, MI, April 1981.
9. "Otitis Media." Pediatric Grand Rounds, E.W. Sparrow Hospital, Lansing, MI, May 1981.
10. "Group A Streptococcal Infections and the Carrier State." Pediatric Grand Rounds, Blodgett Hospital, Grand Rapids, MI, May 1981.
11. "Neonatal Herpes Virus Infections." Pediatric Grand Rounds, E.W. Sparrow Hospital, Lansing, MI, October 1981.
12. "Osteomyelitis in Pediatric Patients." Pediatric Grand Rounds in Grand Rapids, Kalamazoo, and Lansing, Michigan during academic year, July 1981 to June 1982.
13. "Herpes neonatorum." Pediatric Grand Rounds, E.W. Sparrow Hospital, Lansing, MI, September 1983.
14. "DPT: Facts and Fiction." Pediatric Grand Rounds, Ingham Medical Center, Lansing, MI, September 1983.
15. "Immunizations and Vaccines: Parts 1 and 2." St. Lawrence Hospital Primary Care Conference, September and December 1983.
16. "Antibiotic Prophylaxis in Pediatrics: Do's and Don'ts." Pediatric Grand Rounds, Saginaw, Flint and Lansing, Michigan during academic year July 1984 to June 1985.
17. Coordinator, Lansing Area Infectious Disease Conference, Fall 1984 to 2000.
18. "Measles Eradication: A Reachable Goal?" Pediatric Grand Rounds, Saginaw, Kalamazoo, Lansing, and Flint, MI, April 1985 - January 1986.
19. "Cephalosporins: Generation to Generation." Pediatric Grand Rounds, Lansing, MI, August 1985.
20. "Immunizations in Premature Infants." Pediatric Grand Rounds, Lansing, MI (November, 1986) and Kalamazoo, MI (December 1986).
21. "Advances in Immunizations." Medical Center Grand Rounds, Escanaba and Marquette, MI, December 1986.
22. "Immunizations in Pediatrics: New Hopes and Old Fears." Grand Rapids, MI, Practical Preventive Medicine in May 1986.
23. "DTP Vaccine - Preliminary Findings of the Michigan DTP Reaction Study." Pediatric Grand Rounds, Flint, MI, November 1987.
24. "Pediatric Pneumonias." Family Practice Grand Rounds, St. Lawrence Hospital, Lansing, MI, January 1988.
25. "Group A Strep and Rheumatic Fever." Pediatric Infectious Diseases Symposium, Lansing, MI, April 1988.
26. "AIDS and Your Medical Career", Spring Retreat, College of Human Medicine, MSU, East Lansing, MI, May 1988.
27. "Clinical Importance of Group A Streptococci." Advances in Microbiology Training, Michigan Department of Public Health, Lansing, MI, July 1988.
28. "Immunizations." 1st Annual Pediatric Board Review Course, Towsley Center, Ann Arbor, MI, August 1988.
29. "Hepatitis B. Virus Infections in Health Care Workers: Use of Vaccine." Michigan Department of Public Health, Lansing, MI, August 1988.
30. "Kawasaki Syndrome." St. Francis Hospital Grand Rounds, Escanaba, MI, September 1988; Pediatric Grand Rounds, Flint, MI, November 1988; Family Practice Grand Rounds, Lansing, MI, December 1988; Pediatric Grand Rounds, Lansing, MI, February 1989; Saginaw, MI, May 1989; Kalamazoo, MI, June 1989.

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31. "Respiratory Syncytial Virus Infections and Ribavirin: Controversy." Burns Medical Center, Petoskey, MI, January 1989; Hurley Medical Center, Flint, MI, January 1989.
32. "Immunizations." 2nd Annual Pediatric Board Review Course, Towsley Center, Ann Arbor, MI, September 1989.
33. "Measles - A Time for Reassessment." Pediatric Grand Rounds, Flint, MI, November, 1989; Lansing, MI, March 1990; Grand Rapids, MI, April 1990; Kalamazoo, MI, July 1990.
34. "Immunizations in Pediatrics Update." IMAT (Ingham Medical Area Teleconference), May 1991.
35. "Immunizations." D. Murray and D. Sienko, Housecall Channel 47-TV, October 9, 1990.
36. "Infections in Day Care Centers." Pediatric Grand Rounds, Flint, MI, December 1990; Saginaw, MI, March 1991; Kalamazoo, MI, July 1991; Lansing, MI, April 1992.
37. "Perinatal Herpes Simplex Infections." Michigan State Medical Society, OB/Pediatric Symposium, Dearborn, MI, March 1991.
38. "Liver Tumors." (With Dr. Gail Tenjarla), Pediatric Grand Rounds, Lansing, MI, May 1991.
39. "Respiratory Infections in Children." MSU Clinical Center Laboratory Conference, May 1991.
40. "Pediatric Pneumonias and Sinusitis." Hoechst Lecture Series, Midland Medical Center (Midland, MI), May 1991.
41. "Immunization Update" and "Infections in Children." Coller Penberthy Thirlby Medical Conference, Munson Medical Center, Traverse City, MI, July 1991.
42. "Case of the Persistent Runny Nose." Drs. Breitzer, Jakubiak, Patterson and D. Murray. Pediatric Grand Rounds, Lansing, MI, August 1991.
43. "Immunizations." 4th Annual Pediatric Board Review Course, Towsley Center, Ann Arbor, MI, October 1991.
44. "RSV and Antiviral Therapy." Pediatric Noon Lecture, Sparrow Hospital, Lansing, MI, March 1992.
45. "Acute Viral Infections in Premature Infants and "Systemic Candidiasis in Premature Infants." Neonatology Conferences, Sparrow Hospital, Lansing, MI, March and May 1992.
46. "Hepatitis B Infection and Vaccinations." Pediatric Grand Rounds, Saginaw, MI, April 1992; Flint, MI, May 1992.
47. "HIV/HBV" and "Immunizations-Update." Pediatrics at the Beach: 14th Annual Pediatric Primary Care Conference, Virginia Beach, VA, July 1992.
48. "Issues Regarding Childhood Vaccination: Creating Change, Dealing with Controversies." Pediatric Grand R Rounds, Lansing, MI, November 1992; Grand Rapids, MI, December 1992; Flint, MI, April 1993.
49. Course Coordinator Immunization Update Speaker Hepatitis B Vaccine and Universal Immunization. Michigan State Medical Society Annual Meeting, Dearborn, MI, November 1992.
50. "Immunization Update." Lansing area Family Practice Grand Rounds, Sparrow Hospital, January 1993.
51. "Vaccinating Premature Infants." Perinatal/Neonatal Conference, Michigan State Medical Society Annual Meeting. Lansing, MI, March 1993.
52. "Immunizations - What's New for Children." Family Practice City wide Grand Rounds Sparrow Hospital, Lansing, MI, September 1, 1993.
53. "Influenza in Children." Pediatric Grand Rounds, Flint, MI, November 1993.

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54. "Chronic Fatigue Syndrome in Pediatrics." Pediatric Grand Rounds (with Brenda Hough, M.A.) Kalamazoo and Lansing, MI, December 1993.
55. "Influenza: Use of Vaccine and Anti Viral Therapy." Lansing, February 1994; Flint, February 1994.
56. "Infections in Children Attending Day Care." St Joseph's Hospital, Kokomo, IN, April 1994.
57. "What's New in Immunizations?" Coller Penberthy Thirlby Medical conference, Traverse City, MI, July 1994.
58. "RSV Controversy: Is there a Role for Antiviral Therapy?" Pediatric Grand Rounds, Flint, Sept. 1994; Grand Rapids, October 1994; Lansing, February 1995; Kalamazoo, January 1995.
59. "Enteroviral Disease in Children." Emergency Medicine Residency Lecture Series, Lansing, April 1995.
60. "Enterovirus Infections in Infants and Children." Wayne State University - Children's Hospital, October 1995.
61. "Varicella: A Choice of Prevention or Therapy." Pediatric Grand Rounds, Flint, December 1995; Kalamazoo, MI, April 1996.
62. "What's New with Vaccines" Immunizing Michigan's Children, Be a State of the Art Provider. Grand Rapids, Gaylord, and Novi, MI, October-November 1995.
63. "Treatment of the Febrile Infant." Family Practice/Pediatrics Grand Rounds McClaren Hospital, Flint, MI, February 1996.
64. "Red Book Update." Pediatric Grand Rounds, Children's Hospital San Diego, CA, September 1996.
65. *"S. pneumoniae* Infections in Children." "What's New" Mini-Seminar Program, Children's Hospital San Diego, CA, September 1996.
66. "*S. pneumoniae* Infections in Children Approach to Management of Resistance." Pediatric Grand Rounds, Flint, MI, September 1996.
67. "Vaccine Update." Re-tool Your Thinking about Immunization, Michigan Dept of Community Health Conference at Grand Rapids and Novi, MI, November 1996.
68. "Red Book Update." Invited speaker Northeast Michigan Pediatric Society, November 1996.
69. "Prevention of RSV Disease in High Risk Infants." Fort Wayne, IN- area hospitals, November 1996; Saginaw General Hospital, MI, December 1996; St Cloud, MN, February 1997.
70. "RSV Disease in Infants and Children." Emergency department Grand Rounds, Michigan Capital Medical Center, Lansing, November 1996.
71. "Immunization Update." Family Practice Grand Rounds, Sparrow Hospital, Lansing, MI.
72. "Update on *S. pneumoniae* Infections." Pediatric Grand Rounds, Sparrow Hospital, Lansing, January 1997. Family Practice Grand Rounds Sparrow Hospital, March 1997.
73. "Immunization Update." Pediatric Grand Rounds, Somerset Hospital, Somerset, NJ and Morristown Hospital, Morristown, NJ, May 1997.
74. "Red Book - 1997 Update." Northwest New Jersey Pediatric Society, May 1997.
75. "Immunizations--What's new in 1997." Michigan Chapter, American Academy of Pediatrics, summer meeting, East Lansing, MI, August 1997.
76. "Evaluation of the Febrile Child." Emergency Medicine Conference, Lansing, MI, August 1997.

77. "Red Book Update." Pediatric Grand Rounds, Lansing, MI, September 1997; Kalamazoo, MI, October 1997; Saginaw, MI, April 1998.
78. "Immunization--Peer Education." East Side Family Practice, Lansing, MI, September 1997; St. Lawrence Family Practice, Lansing, MI, October 1997.
79. "New Vaccine Update." Regional Immunization Conferences sponsored by Michigan Department of Community Health, Lansing, MI, October 1997; Grand Rapids, MI, November 1997.
80. "Myths, Misconceptions, and Misunderstandings (about Vaccines)." Viral Vaccine Update, New Orleans, LA, October 1997.
81. "RSV Prevention in High-Risk Infants). Burns Clinic, Petoskey, MI, January 1998.
82. "DTP vs. DTaP: Implications for Use and Adverse Reactions." Sparrow Family Practice, Grand Rounds, Lansing, April 1998.
83. "RSV Prevention in High Risk Infants and Children." Baton Rouge, LA, September 1998.
84. "Prevention of RSV and Other Viral Respiratory Diseases in High Risk Infants and Children." University of New Mexico, Albuquerque, NM, October 1998.
85. "Immunization Questions and Answers." MIDS Public Health Forum, Ann Arbor (with G. Stoltman, Ph.D.); October 1998.
86. "Future Vaccines for Use in Children." Pediatric Grand Rounds, Flint, November 1998; Grand Rapids, November 1998; St Joseph's Hospital, Pontiac, November 1998; Lansing, December 1998.
87. "Health, Wellness, and the Prevention and Treatment of Infectious Diseases." A multi-point MSU telebroadcast for Rural Primary Care Practitioners, Planner, Moderator, Speaker ("RSV and Influenza, Two Common Viruses in Childhood"), December 1998.
88. "Immunization for Adults and Children." Botsford Hospital Conference, Farmington Hills, MI, December 1998.
89. "Pediatric Infectious Disease Topics." Northern Michigan Teleconference Pediatric Grand Rounds (with A. Kumar, M.D.), February 1999.
90. "Recommended Immunizations for Children." Sparrow Family Practice Grand Rounds, Sparrow Hospital, Lansing, MI, 1999.
91. "Update on Immunizations and Planned Red Book Changes." The Robert Gregg, M.D. Lecture, Wayne State University Clinic Days 1999, Detroit, MI, May 1999.
92. "Varicella Vaccination: Becoming a Standard of Care." Blue Care Network Lecture, Saginaw, MI, June 1999.
93. "Immunizations, New Requirements in Michigan." Pediatric Lecture, Kalamazoo, MI, September 1999.
94. "Vaccine Update." Michigan Regional Immunization Conference, Lansing, MI, October 1999.
95. "Immunizations." Rural Pediatrics Grand Rounds Teleconference from East Lansing, MI, October 1999.
96. "Childhood Immunizations." Michigan Infectious Diseases Society Public Health Forum, Dearborn, MI, November 1999 (with Drs. Dave Johnson and Gillian Stoltman).
97. "Varicella, A Disease Worth Preventing." Saginaw, MI, November 1999; Indianapolis, IN, December 1999.
98. "Value of *S. pneumoniae* Conjugate Vaccine in the Care of Children." Wyeth-Lederle Vaccine Program, Miami, FL, December 1999.

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99. "Childhood Vaccines of the New Millennium." Pediatric Grand Rounds, Lansing, MI, January 2000; Kalamazoo, MI, April 2000.
100. "Year 2000 Vaccine Schedule and Vaccine Misconceptions." Family Practice Grand Rounds, Ann Arbor, MI, January 2000.
101. "Prevention of RSV in High-Risk Infants." MedImmune Teleconference, February 2000.
102. "Recommended Childhood Vaccines." Pediatric Dinner Program, Southfield, MI, March 2000.
103. "Red Book 2000." Pediatric Grand Rounds, Flint, MI, April 2000.
104. "Prevention of *S. pneumoniae* Invasive Disease Through Vaccination." Ann Arbor, MI, May 2000 and South Bend IN, May 2000.
105. "Varicella, A Disease Worth Preventing." Auburn, IN, June 2000 and Saginaw, MI, September 2000.
106. "Prevention of *S. pneumoniae* Disease in Children." Satellite Symposium, Chicago, IL, October 2000.
107. "Childhood Immunization," "Infections in Child Care," and "Infectious Diseases Potpourri." Kansas City, MD, 37th Annual Child Health Symposium, November 2000.
108. "Update in Vaccines: *S. pneumoniae* and Varicella." Lansing, MI, Michigan Regional Immunization Conference, October 2000.
109. "Prevention of RSV in High Risk Infants and Children during 2000-2001 RSV season." Teleconferences (4), September and October 2000.
110. "Immunization Update." The Helen DeRoy Distinguished Visiting Professor Lecture, WSU Clinic Days, Detroit, MI June 2, 2000.
111. "Chickenpox: Helping Make Prevention a Priority." St. Martha's Pediatric Education Day, Merrillville, IN, September 2000.
112. "*S. pneumoniae* Disease Management and Prevention." Pediatric Grand Rounds, Flint, MI, November 2000; Pediatric Grand Rounds, DeVos Children's, Grand Rapids, MI, December 2000.
113. "Vaccine Misconceptions and Risk Communication." Pediatric Grand Rounds, Lansing, MI, January 2001; Pediatric Grand Rounds, Children's Hospital Medical College of George Augusta, GA, February 2001.
114. "Immunization Update" Sparrow Pediatric Critical Care Conference Michigan Athletic Club, East Lansing, MI March, 2001.
115. "Immunizations 2001" Sparrow Family Practice Grand Rounds Lansing, MI March, 2001.
116. "Varicella prevention" Pediatric Conference, Grand Blanc, MI March, 2001
117. "Infectious Diseases in Child Care" Michigan Child Care Conference, MSU, East Lansing, MI April, 2001
118. "Meningococcal Infections" South Bend College Health Providers and Indiana AAP, South Bend, IN May, 2001and Pediatric Grand Rounds, Sparrow Hospital, Lansing, MI May 2001
119. "Immunization Update" Munson Medical Center, Traverse City, MI June, 2001
120. "Vaccine Misconceptions and Risk Communication" and "Red Book Update"Medical College of Georgia SummerCourse, Kiawah Island, SC July, 2001
121. "To Prevnar® or not to Prevnar®" MI-AAP Annual Meeting, Grand Rapids, MI August, 2001
122. "Influenza Virus Disease in Children and Need to Consider Routine Vaccination"

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Children's Medical Center, Medical College of Georgia Pediatric Grand Rounds October, 2001
123. "Vaccine Misconceptions and Risk Communication" Pediatrics/Family Medicine program Augusta, GA December 2001
124. "Meningococcal Disease in College-age Population" College Health and Public Health providers, Atlanta, GA April 2002
125. "Vaccine Misconceptions and Risk Communication", "Childhood Immunization and Vaccine Shortage", VisitingProfessor – University of Miami Miami, FL May 2002
126. "HSV and Enteroviral Infections in Newborns" Pediatric Synposium Fort Gordon, Augusta, GA August, 2002
127. "Influenza Virus Diseas in Children: The Need to Consider Routine Vaccination" University Hospital Pediatric Grand Rounds Augusta, GA November, 2002
128. "Vaccine Safety and Parent Misconceptions" Medical College of Georgia Immunization Conference (co-sponsored byGA AAP and Georgia Department of Health) Augusta, GA December, 2002
129. "Parent Perception and Risk Communication" Immunize Georgia's Little Guys 10th annual conference CallawayGardens, GA February 2003
130. "Patient Safety" Pediatric Grand Rounds MCG CMC (with Kelly Norris, Linda Henderson, et al) February 2003
131.PREP The Course. Infectious Diseases/Immunizations Sept., 2003. Salt Lake City, UT
132. "Influenza Disease and Prevention in Children: The Role of Rapid Diagnosis, Antivirals and Vaccine" Pediatric GrandRounds Medical College of Georgia, October, 2003
133. PREP The Course, Infectious Diseases/Immunizations June, 2004 Minneapolis, MN
134. "BSE, SARS and Other Scary Acronyms in Infectious Diseases" and "Influenza, RSV and hMPV" Annual Pediatric meeting, Kiawah Island, SC July 2004
135."BSE, SARS, H5N1, WNV and Other Scary Acronyms in Infectious Diseases" Pediatric Grand Rounds, MedicalCollege of Georgia, August, 2004
136."Influenza, What's New: Avian Strains to Universal Childhood Immunization" Pediatric Grand Rounds, MSU/SparrowHospital, Lansing MI 10/07/04
137. "2005-2006 Influenza Season, Avian Influenza and Pandemic Awareness" Pediatric Grand Rounds, West Virginia University, Morgantown, WV 09/02/2005; and Pediatric Grand Rounds, Medical College of Georgia, Augusta, Georgia12/09/2005
138. "The 2005-2006 Influenza Season and Pandemic Awareness: A Pediatric Perspective" 12th Annual Immunize Georgia'sLittle Guys, Atlanta, GA 01/05/2006
139. "Rotavirus Disease and New Vaccine for Prevention" Alpharetta, GA 05/24/06
140. "Childhood Immunizations: Recent and Upcoming Changes" Greenville, SC 09/24/2006 and Tifton, GA 10/17/2006
141. "Keeping Children Safe in the Great Outdoors" D. Hodge and D. Murray, AAP National Conference and Exhibition (NCE), Atlanta, GA S174, S233 10/2006
142. "Travel Medicine for Pediatricians" T. Tan and D. Murray, AAP NCE, Atlanta, GA A270 10/2006
143. "Keeping Children Safe from Risks in the Great Outdoors" D. Murray and A. Caldwell, Pediatric Grand Rounds, MCG CMC 12/2006
144. "Infectious Disease Risks to Children in the Great Outdoors," "So Many Vaccines, So Little Time – Ensuring That All Your Patients Get Their Immunizations" Pediatric Update 2007, 07/2007 Kiawah Island

145. "Rotavirus Disease and Prevention 2007" D. Murray, Brentwood, TN, 09/2007; Atlanta, GA, 10/2007
146. "Infections in Child Care" MCG Pediatric Grand Rounds, 04/2008; MSU Pediatric Residency Lecture, 05/2008
147. "So Many Vaccines, So Little Time – Ensuring That All Your Patients Get Their Immunizations" MCG Primary Care and Family Medicine Symposium, 04/2008
148. "Rotavirus Disease and Epidemiology" MSU Pediatric Noon Lecture, 05/2008
149. "Rotavirus Disease: Clinical Epidemiology and Immunology" D. Murray, Tampa Bay, FL, October, 2008
150. Lower Respiratory Infections – Bacterial I&II, PREP ID, Chicago, IL, 07/2009
151. "HSV and Enterovirus Infections in Neonates" MCG Pediatric Grand Rounds, Augusta, GA, May, 2010
152. "Evaluation and Management of Neonates Exposed to HIV-1" Pediatric CME Conference, Self Regional Hospital, Greenwood, SC, August, 2010.
153. "Evaluation and Management of Neonates Exposed to HIV-1" and "HSV and Enterovirus Infections in Neonates" Neonatology: The Sick Newborn, Savannah, GA September, 2010.
154. "Performance Improvement, Quality an Patient Safety in CMC" D. Murray and L. Henderson, GHS CMC Noon conference, September 27, 2011.
155. "Update on Diagnosis and Management of Neonates Born to Mothers with Active HSV Lesions" The Sick Newborn Conference, Kiawah Island, SC 09/2012.
156. "Red Book Update", D. Murray, GHS CMC Pediatric Grand Rounds 08/24/2012.
157. "Community-Acquired Pediatric Pneumonia" pediatric CME Conference, Self Regional Hospital, Greenwood, SC, 08/2012; and Community Pediatrics Group Meeting, Evans, GA, 11/2012.
158. "Red BookUpdate", "Community Acquired Pneumonia" at Pediatric Update, Kiawah Island, SC, July, 2013.
159. "Red Book Update" Pediatrics by the Sea, Amelia Island, FL June, 2013.
160. "Red Book Update", pediatric CME conference , Self Regional Hospital, Greenwood, SC, 08/2013.
161. "Red Book Update, 2014" Pediatric Grand Rounds, GRU CHOG, May, 2014
162. "Recurrent Infections", Combined SOID and SOAI Sections Program, 2014 AAP NCE, San Diego, CA, October, 2014
163. "Changes to use of Palivizumab for RSV Prophylaxis in 2014" D. Murray, Courtney Terry(Pharm D.), A. Rimmer, and Pediatric Cardiologist (TBD). GR CHOG Pediatric GR 11/21/2014
164. "What will it take to increase HPV vaccine usage rates in Georgia? GA AAP Pediatric Vaccine Symposium. Athens, GA 08/22/2015

Radio Broadcasts (planned and organized through MSU):

55 sessions conducted between 01/86 and 02/01 on Pediatric Infectious Diseases and Immunizations WKAR Radio, East Lansing, MI (each lasting 30 minutes to 1 hour).

Public Lectures:

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1. "Immunize for Healthy Lives." Four Lansing area McDonald's, August-September 1995.
2. "Infections in Children." Sparrow Hospital Community Public Lecture, August 1995.
3. "Transmission of Infection." A multipart series TV channel 13 Grand Rapids, January 1996.
4. "Communicable Diseases in Children Attending Child-Care." Ingham County Health Department, Lansing, April 1996.
5. "What is RSV? How can it be prevented?" Meridian Township Television, March 1998.
6. "Press Conferences on Influenza in Kids" Hosted by MCG CMC 01/03 and 12/03 (with J. Wilde, W. Kanto, and G Billingsley).

Scientific Presentations/Other:

1. "What's New in Pediatric Infectious Disease", Michigan State Medical Society Annual Meeting, Detroit, MI, November 1979.
2. "Cefaclor, A Cluster of Adverse Reactions", invited guest, Eli Lilly Research Laboratories, Indianapolis, IN, July 1980.
3. "Infectious Complications in Patients with Cancer", invited guest, Second Annual Michigan Leukemia Symposium, Lansing, MI, July 1981.
4. Chlamydia and Viral Respiratory Diseases", invited guest, Michigan Chapter of Academy of Pediatrics Annual Summer Meeting, Traverse City, MI, August, 1981.
5. "Bronchiolitis - A Dilemma for Physicians", "Chlamydia Trachomatis - An Emerging Respiratory Pathogen", invited guest, American Lung Association of Illinois and Iowa Pediatric Respiratory Disease Conference, Moline, IL, October 1981.
6. "Viremia - Importance in Clinical Medicine", invited guest, E.I. DuPont de Nemours and Company, Wilmington, DE, February 1982.
7. "Diagnosis and Treatment of Ambulatory Respiratory Infection Syndromes", Michigan State Medical Society Annual Meeting, Dearborn, MI, November 1982.
8. "Immune Status of Medical Students to Rubella", invited speaker, MPHA monthly seminar, April 1983.
9. "Viremia in Clinical Medicine", invited speaker, Henry Ford Hospital Grand Rounds, Detroit, MI, April 1983.
10. Course coordinator and speaker, Pediatric Infectious Disease and Immunology Update, Michigan State Medical Society, Dearborn, MI, November 1983.
11. "Herpes Simplex Virus Infections in Neonates", invited speaker, Michigan Perinatal Symposium, Lansing, MI, April 1985.
12. "Viral Respiratory Disease: Application for Use of Antiviral Drugs", invited speaker, Flint Osteopathic Hospital Pediatric Symposium, Flint, MI, August 1985.
13. "Immunizations in Pediatrics: New and Old Ways to Prevent Infections", invited speaker, Infectious Disease Symposium, FOH, Flint, MI, November 1985.
14. "Intercountry Adoptions - Problems with Hepatitis B Virus", invited speaker, Joint Council on International Children's Services Annual Meeting, San Francisco, CA, October 1984.
15. "Respiratory Syncytial Virus Infections in Children", invited speaker, Respiratory Care Symposium, Traverse City, MI, September 1986.
16. "Immunizations, Controversies, and Advances", Pediatric Infectious Diseases Seminar, Michigan State Medical Society, November 1986.

17. "*Haemophilus influenzae* type B infections and Use of HIB Vaccine", Michigan Academy of Physician Assistants, Detroit, MI, April 1986.
18. "Communicable Disease Implications of Day Care and Control Activities", Michigan Association for Local Public Health, Traverse City, MI, August 1987.
19. "Clinical Aspects of Group A Streptococcal Pharyngitis", Michigan Department of Public Health Laboratory Training Program, Lansing, MI, September 1987.
20. "Pediatric Nosocomial Viral Infections", Michigan Society for Infection Control, Lansing, MI, October 1987.
21. "Vaccine Reactions: An Evaluation of Michigan DTP Vaccine", Michigan Department of Public Health Director's Research Conference, Lansing, MI, May 1988.
22. "DTP Vaccine in Michigan - Present and Future", B. Berlin, J. Mitchell, D.L. Murray (Invited Speaker), Lansing, MI, May 1990.
23. "Day Care for Mildly Ill Children: The Michigan Experience", D.L. Murray, "Care of Mildly Ill Children in Day Care Setting Session", International Conference on Child Day Care Health, Atlanta, Georgia, June 1992.
24. "Bacterial Meningitides of Public Health Importance in the 1990's". D. Murray (moderator/speaker), M.G. Stobierski, and J. Blostein. Michigan Infectious Diseases Society/Public Health Forum, Lansing, Nov. 1995.
25. "Infections in Day Care Centers: Apparent and Inapparent." AAP National Meeting Chicago, IL, May 1996 (with M. Osterholm, M.D.)
26. "Prevention of RSV Disease In High Risk Infants: Is it Important? Is it Cost-Effective?". D. Murray (moderator/ speaker) and P. Holtrip, Michigan Infectious Diseases Society/Public Health Forum, Lansing, November 1996.
27. "Antibiotic Prophylaxis Issues", AAP Spring Meeting, Atlanta, GA, April 1998 (with J. Chesney, M.D.)
28. "The Future of Vaccines for Use in Children", Immunization and Communicable Disease Conference, spon-sored by Illinois Public Health, Springfield, IL, June 1998.
29. "Meet the Red Book Committee" (N. Halsey, L. Pickering, R. Whitbey, and D. Murray), AAP Annual Meeting, San Francisco, CA, October 1998.
30. "Immunizations," Michigan Infectious Diseases Society/Public Health Forum, Farmington Hills, MI, October 2000.
31. "Vaccine Safety" District II, V, X AAP Regional Meeting. Orlando, FL. March, 2002
32. "Immunizations for School and College –age Students" National School Nurses Association, Orlando, FL. July 2, 2002.
33. "AIDET and PHCAPS Training" GR CHOG Pediatric Residents, 08/2013; GR Department of Pediatrics faculty and staff, 11/2013 (with D. Haynes).
34. " Influenza in children: Moving from increasing evidence of burden to improving vaccine implementation" part of Focus on Special Populations at Annual Adult Immunization and Influenza Summit, Atlanta, GA, 05/15/2014.
35. "Antimicrobial Stewardship" GR CHOG Pediatric Residents, 09/15/2014; Sonal Patel, PharmD, and D. Murray.

PUBLICATIONS:
Abstracts:

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1. "Effects of Influenza and Measles Viruses on Phagocyte Function", D.L. Murray, D.T. Imagawa, R. Raghunathan, J.W. St. Geme, Jr., and M.E. Miller. Published in *Clinical Research*, 27(1):114A, February 1979.

2. "Acute Fever of Unknown Origin in Outpatient Pediatrics", D.L. Murray, D.T. Imagawa, J. Zonana, J. Siedel, R. Yoshimori, and J.W. Geme, Jr. Published in *The 19th Annual Meeting of Ambulatory Pediatric Association Program and Abstract Book*, pg. 31.

3. "A Systems Approach to the Successful Management of Infants on Women with Prolonged Rupture of Amniotic Membranes (PROM)", D.L. Murray, J. St. Geme, Jr., J. Carter, C. Hobel, R. Leake, B. Anthony, D. Thibeault, I. Ross and J. Drage. *Pediatric Research*, 14:562, 1980.

4. "Prolonged Rupture of Amniotic Membranes (PROM): Risk of Perinatal Infection and a Systems Approach to Management", D. Murray, J. St. Geme, Jr., J. Carter, C. Hobel, R. Leake, B. Anthony, D. Thibeault, I. Ross and J. Drage. *Clinical Research*, 29:143A, 1981.

5. "Effect of Multiple Viruses Upon Phagocyte Bactericidal Activity", D.L. Murray and K. Chakrabarty. Presented at 1st International Medical Virology Symposium, Anaheim, California, October 1981. Published in *Medical Virology I*, 1981, pg. 363.

6. "Multivariate Analysis of Risk of Neonatal Sepsis Following Prolonged Rupture of Amniotic Membranes (PROM)", J. St. Geme, Jr., E. Hobel, J. Carter, D. Murray, R. Leake, B. Anthony, D. Thibeault, I. Ross and J. Drage. Presented at the Western Society for Pediatric Research, February 1982.

7. "Use of the Microbial ISOLATOR® Tube as Method to Detect Viremia", D.L. Murray and E. Keitelman. *Clinical Research*, 30:739A, October 1982.

8. "MSU Medical Student Immunization Clinic - A Service to the Community and Students Alike", C. Martin, J. Sperling and D.L. Murray. Presented before the MSU Family Practice Research Day, November 1982.

9. "Evaluation of the Cytocentrifuge in Cases of Suspected Meningitis", D.L. Murray, R. Kulkarni and I. Leader. Presented to combined Michigan and Central Ontario Branches of the Society for Microbiology, Windsor, Ontario, November 6, 1982.

10. "Immune Status of Medical Students to Rubella and Other Viral Diseases", D.L. Murray, J. Sperling, A. Diallo and B. Wilcke, Jr. *Clinical Research*, 30:728A, October 1982. Presented to American Public Health Association Annual Meeting, Montreal, Canada, November 17, 1982.

11. "Evaluation of the Microbial ISOLATOR® Tube in Viral Detection", E. Keitelman and D.L. Murray. Presented at the 2nd International Medical Virology Symposium, Anaheim, CA, December 1982. Published in *Medical Virology*, 1982, pg. 388.

12. "Effect of Acetaminophen in Moderating Reactions to DPT Vaccine", M. Ouellette, D. Singer,

L. Solomon and D.L. Murray. Society for Pediatric Research, December 1982. Presented General Pediatrics and Training Section #833, May 1983.

13. "Neutrophil Shape Change Response to Coxsackie B_5 Virus Infected Media *In Vitro*", K. Mercer, E. Keitelman, D. Murray and W. Smith. Presented to Midwest Biomedical Student Research Program, December 1982.

14. "Medical Student Screening for Immunity to Rubella and Other Vaccine Preventable Diseases", M.R. Weatherly, J.L. Sperling and D.L. Murray. Presented at Health Care Research Meeting, Midwest Section, AFCR, *Clinical Research*, 31:725A, 1983.

15. "Recovery of Virus from Blood with the Microbial Isolator®: In Vitro Experiments with Coxsackie B, Herpes Simplex, and Influenza A Viruses", D. Murray, M. Carr, R. Martyn and E.Keitelman. Presented at the 3rd Annual International Medical Virology Symposium, Anaheim, CA, October 1983.

16. "Identifying Medical Students Susceptible to Rubella and Other Viral Diseases", D. Murray, J. Sperling, A. Diallo and B. Wilcke. Presented at Laboratory Section, APHA, Dallas, TX, November 1983.

17. "Immunologic Evaluation of Patients with Hemophilia", R. Gera, F. Jin, R. Cleveland, D. Murray, R. Kulkarni, E. Romond and D.B. Kaufman. Submitted to Hematology Section, SPR, 1984.

18. "NK Activity in Hemophilia and Von Willebrand Disease", F. Jin, R. Gera, R. Cleveland, D. Murray, R. Kulkarni, E. Romond and D.B. Kaufman. Submitted to Immunology Section, Spring 1984.

19. "*Pseudomonas Cepacia* and Cystic Fibrosis (CF): Evidence for Lack of Person to Person Transmission", G. Seagren, P. Peek, J. Malnor, R. Honicky and D. Murray (sponsored by M. Klaus). Presented at 25th Annual Cystic Fibrosis Club, San Francisco, CA, 1984.

20. "The Impact of Patient Education on Chronically Ill Children", D. Nara, M. Weatherly, E. Seagull and D. Murray (sponsored by M. Klaus). Submitted to Behavior Science Section, Spring 1984.

21. "Screening for Immunity to Measles and Rubella Among Medical Students: Experience at Michigan State University and a Nationwide Perspective", D. Murray, M. Weatherly, J. Sperling and B. Wilcke. Presented to Michigan-Northwest Ohio Infection Disease Society, February 1984.

22. "Persistence of Adenovirus Type 12 in the Urine and Evidence of Latency", D. L. Murray, M. Carr and S. Adkins. Presented to Michigan-Northwest Ohio Infection Disease Society, February 1985.

23. "Effects of Topical Acyclovir, Acyclovir and Azone® Combination of Cutaneous Herpes Simplex Type 1 (HSV1-1) Infection in Immunocompromised Baby Guinea Pigs (GP)", M. Leonard, A. Kumar, D. Murray, J. Alfano and R. Cleveland. Presented at the ICAAC, Minneapolis, MN, October 1985.

24. "Effects of Azone® (1-Dodecylazacycloheptan-2-one) on Herpes Simplex Type 1 (HSV-1) and Herpes Simplex Type 2 (HSV-2) Viruses", M. Leonard, A. Kumar, and D. Murray. *Clinical Research*, 33:845A, 1985.

25. "Effects of Topical Acyclovir and Azone® Combination of Cutaneous Herpes Simplex Type 1 (HSV1-1) Infec-tion in Immunocompromised Guinea Pigs", M. Leonard, A. Kumar, D. Murray, J. Alfano and R. Cleveland. *Clinical Research*, 33:845A, 1985.

26. "Inhibition of Suppressor Cell Function by Cimetidine in a Murine Model", A. Kumar, Z. Jin, R. Cleveland, D. Murray and D. Kaufman. Presented at Midwest Section AFCR, November 1985. *Clinical Research*, 33:841A, 1985.

27. "Inhibitory Effect of Azone on Herpes Simplex Viruses - *In Vitro* and *In Vivo* Studies", M. Leonard, A. Kumar, D. Murray, and D. Beaman. Presented at National Student Research Forum, Houston, Texas, 1986.

28. "Occurrence of Viremia with Recurrent Oral Herpes Simplex Infection", D. Murray, J. Li and M. Carr. Abstract C-62. Presented at 86th Meeting ASM, Washington, D.C., March 1986.

29. "Measles - specific Antibodies and Immune Complex Levels as Measured by an ELISA Assay", D. Murray, M. Braisted and R. Cleveland. Abstract V-24. Presented at 86th Meeting ASM, Washington, D.C., March 1986.

30. "Parental Perceptions. Influence on Intent to Acquire Immunizations for Children", (O'Connor, H. Froemke, A. Doughty, and D. Murray (sponsored by M. Klaus). *Pediatric Research*, #458, April 1986, pg. 230A.

31. "Immune Status to Varicella-Zoster Virus: Comparing Results Between Immune Adherence Hemagglutination and Enzyme-Linked Immunosorbent Assay", D. Murray and M. Lynch. Presented at 87th ASM, Atlanta, GA, #V23, March 1987.

32. "Hepatitis B Virus (HBV) and American Adoption of Korean Children: Results of Screening", D. Murray, B. Cho and M. Lynch. *Pediatric Research*, April 1987.

33. "Comparative Efficacy and Safety of Cephalexin Hydrochloride and Cephalexin Monohydrate in Skin and Soft Tissue Infections", A. Kumar, and D. Murray. Presented at 27th ICAAC, New York City, NY, October 1987.

34. "Central Venous Catheter Infections in Pediatric Patients in a Community Hospital", A. Kumar, S. Brar, D. Murray, et al. Submitted to *Pediatric Research*, April 1988.

35. "Reactions to Michigan DTP Vaccine", D. Murray, K. Wilcox, B. Berlin and Michigan DTP Study Group. Sub-mitted to *Pediatric Research*. Presented at Michigan Infectious Disease Society Meeting, Detroit, MI, Feb. 1988.

36. "Triage Decisions in Child Care for Sick Children", B. Desguin and D. Murray. Presented at Maternal Child Health Section, American Public Health Association 117 Annual Meeting, Chicago, IL, October 1989.

37. "Adopted Korean Children, Hepatitis B Virus (HBV) Infection and Primary Hepatocellular Carcinoma (PHC)", D. Murray. Submitted to Asian Caucus, American Public Health Association, 1989.

38. "Hepatitis B. Vaccine Education and Usage United States Schools of Medicine: A Nationwide Survey", D. Murray, R. Harvey, J. Brzezinski, S. Riolo. *Clinical Research*, 38:514A, 1990. Presented as poster Michigan Infectious Disease Society Scientific Session, May 1990.

39. "Use of a Very High Maternal Serum Alpha-Fetoprotein Level as a Marker for Recent Human Parvovirus Infection", D. Johnson, R. Fisher, J. Helwick, M. Patterson, J. Holwerda and D. Murray. *Clinical Research*, 38:899A, 1990.

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41. "A Comprehensive Study of Antibody Status in Patients with Hemophilia", R. Kulkarni, A. Kumar, J. Penner, D. Murray, G. Anderson, R. Gera and A. Scott-Emuakpor. Presented at 32nd American Society of Hematology Meeting, Fall 1990.

42. "Maternally Derived Immunity to Measles, Mumps, and Rubella: Effects of the Vaccine Era", D. Valduss, J. Dyke, and D. Murray. Poster Presentation, Michigan Branch, American Society for Microbiology, October, 1990. Platform Presentation, MI Infectious Disease Society, May, 1991.

43. "Duration of Antibiotic Therapy for Bacterial Sepsis in Children", D. Murray. *Ped. Research*, 29:1061, 1991.

44. "Antibody Status in Patients with Hemophilia - A Comprehensive Study", R. Kulkarni, A. Kumar, D. Murray, G. Anderson, et al. Presented at National Hemophilia Foundation Meeting, Tampa, Florida, October 1991.

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47. "Day Care For Mildly Ill Children: The Michigan Experience", D. Murray, B. Desguin, J. Levine, and H. Weems. Presented at the International Child Day Care Conferences, Atlanta, Georgia, June 1992.

48. "Intravenous Gammoglobulin (IVIG): Passive Transfer of Hepatitis B and C Antibodies." P. Karna, D. Murray, D., Valduss, N. Mattarella, J.Dyke, G. Maier, Submitted to APS/SPR Mtg, 1993. Presented (by D. Murray) at Michigan Infectious Diseases Society, May 1993.

49. "Vaccination Responses of Patients with Hemophilia A." R. Kulkarni, R. Gera, A. Kumar, D. Murray *et al.* Presented to American Society of Pediatric Hematology/Oncology, October, 1993.

50. "Penicillin Resistant *Streptococcus mitis* Meningitis in Febrile Neutropenic Children (FNC)." R. Gera, D. Balkundi, M. Patterson, A. Scott-Emuakpor, D. Murray and R. Kulkarni. Presented at American Pediatric Hematology/Oncology meeting, September 1995, Virginia.

51. "Blastomyces dermatitidis Pneumonia in Twin Adolescent Girls." C. Naasz, D. Murray, *et al.* Presented at American College of Physicians - Michigan Annual Mtg. Traverse City, 1996.

52. "Survey of Immunization Curricula and Training Experiences of Michigan Schools of Medicine and Schools of Physician Assistants." D. Murray and E. Lopez, presented at Infectious Diseases Society of America, San Francisco, CA, September 1997.

53. "Septic Arthritis Caused by *S. pneumoniae.*" M. Pieroni-Long, D. Murray, A. Kumar, *et al.* Michigan Infectious Diseases Society Annual Scientific Meeting. E. Lansing, MI, March 1999.

54. "Use of Hepatitis B Vaccine Information Statement by Michigan Hospitals for Newborn Immunization: A Prospective Survey" D. Murray, et. al Submitted to IDSA October, 2001 Meeting (not presented)

55. "Newborn Hepatitis B Vaccine Information Statement (VIS) Project" D. Murray, etal, Submitted to Pediatric Academic Societies Meeting, May 2002 [Abstract #2410,51:414A, 2002]

56. "Barriers to Influenza (flu) Immunization: Survey of Families of Children with Sickle Cell (SCD) and Heart Disease (HD)D. Murray, A. Jones, K. Dyer et al Poster presentation, Pediatric Academic Societies Meetings, Seattle May 2003 Vol 53: 328A Abstract # 1876

57. "The Use of Hypokalemia Protocol ineffective in Intensive Care Unit Settings" R. Mehta, Jr. Taylor, J.L. Waller et al(including D. Murray) Presented Pediatric Critical Care World Congress. June 2003

58. "Barriers to Influenza (flu) Immunization: Survey of Families of Children with Chronic Medical Problems"M. Abuelreish, M Rathore, et al (including Dr. Murray) Poster presentation,

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Infectious Diseases Society of America.October, 2003.

59. "Immunization Information Sought on the Internet" D. Pineda, M. Myers, and NNii Steering Committee (including D.Murray).Annual PAS meeting 05/05, poster presentation.

60. "Medication Compliance and HIV Infected Children: Evaluation of Strategies for Improvement"C. Mani, J. Schuster, T. Horne, and D. Murray, submitted to Annual PAS meeting 05/2006, poster presentation.

61. "Learning About Vaccines on the Internet" M. Myers, D. Pineda, and NNii Steering Committee(including D. Murray),submitted to Annual PAS meeting 05/2006, poster presentation.

62. "Physician Recommendation is the most important determination for vaccination of children with chronic medical conditions (CMC)" Mirza, Subedor, Fowler, Murray, et al. National Immunization Conference 41st annual [accepted for presentation, March, 2007 Kansas City, MO]

63. "Psychosocial Correlates of Rural Adolescents' Intention to Receive an Influenza Vaccination" J. Painter, J. Soles, K. Pazol, et al (including D. Murray) submitted to APHA, March 2009.

64. "Gender Differences in Rural Adolescents' Reasons for Refusal or Acceptance of Influenza Vaccination" J. Painter, J. Soles, K. Pazol, et al (including D. Murray) APHA, March 2009.

65. "Caregiver Perceptions of Vaccine Information Statements (VISs) Used in Infants 2-6 Months of Age" D. Murray, D. Freeman, and L. Becton, PAS, Vancouver, 2010 (not presented).

66a. "Influenza Vaccine Delivery to Adolescents: Assessment of Two Multi-component Interventions" L. Gargano, K. Pazol, J. Sales, et al (including D. Murray) 14th International Congress on Infectious Diseases, Miami, FL, March, 2010 (oral presentation).

66b " Correlates of H1N1 Vaccine acceptance Among Middle and High School Teachers in Rural Georgia" L.Gargano, et al (including D. Murray) 44th National Immunization Conference, Atlanta, GA, April, 2010 (poster).

67. " Evaluation of Multi-Component Interventions to Increase vaccine Uptake in Adolescents" L. Gargano, K.Pazol, J.Sales, et al (including D. Murray) 2011 Society of Adolescent Health and Medicine Conference, September, 2010.

68. "Factors Associated with seasonal influenza vaccine uptake among middle- and high-school students following a school-based intervention" J.Painter, et al (including D.

Murray) 2011 American School Health Association, accepted, Louisville, KY, 10/2011.

69. " Correlates of willingness to accept school-based influenza vaccination and vaccination intention among parents of adolescents in rural Georgia" J. Painter, et al (including D. Murray) 2011 American Public Health Association, accepted for oral presentation, Washington, D.C. 11/11

70. "Antibiotic use at the Medical College of Georgia Children's Medical Center". C. Cripps, W. Jones and D.L. Murray. 3rd Annual Medical Scholars Research Day, poster #50, 09/19/2011.

71. "Prescription patterns at a pediatric clinic in Kisumu, Kenya" R. Rojiani, F. Allibhoy, and D. Murray, International Medical Conference, Providence, RI 10/2011 (oral presentation)

72. "Kerion celsi: a non-surgical disease disguised as a surgical condition" M. Masoumy, N. Jones, K. Willis, D. Murray, J. Yu. SE Regional Plastic Surgery Conference , 2013, not presented.

73. " Determinants of Adolescent Vaccine Uptake", K. Seib, N.Herbert, L. Gargano, et al (including D Murray) Society of Adolescent Medicine, accepted for presentation, 10/2013

74. "Parental attitudes and beliefs about human papillomavirus (HPV) vaccination and vaccine receipt..." N. Herbert, K. Seib, L Gargano, et al (including D.L. Murray). Society of Adolescent Medicine, accepted for presentation, 10/2013

75. "Improvement in knowledge and attitudes regarding vaccines recommended for adolescents in a curriculum developed and implemented in east Georgia, United States, 2010-2012". K Seib, L Gargano, N Herbert, et al (including D.L. Murray). SRA Biennial Meeting, Austin, TX accepted for presentation 03/22, 12/18/2013.

76. "Parental attitudes about tetanus, diphtheria, and pertussis (Tdap) vaccination...Richmond County, Georgia-2013". N Herbert, et al (including D. L. Murray): Georgia Public Health Association 85th Annual Conference 03/10-11, accepted for presentation 12/20/2013.

77. "Impact of Urbanicity on vaccine related attitudes and behaviors in Richmond County, Georgia." K.Seib, et al (including D.L. Murray); APHA annual meeting, 2014. Presented.

78. "Pre-existing chronic health conditions and health insurance status as determinants of vaccine receipt among adolescents in Richmond County, Georgia". K. Seib, et al (including DL Murray); Poster presented at SAHM, Austin, TX 03/2014.

79. "Improvement in knowledge and attitudes regarding vaccines recommended for adolescents in a curriculum developed and implemented in Georgia, 2010-2012". K Seib, et al (including DL Murray); Poster presented at SAHM, Austin, TX 03/2014

80. "Parental attitudes and beliefs about human papillomavirus (HPV)vaccination and vaccine receipt among adolescents in Richmond County, Georgia". N. Herbert, et al (including DL Murray);Poster presented at SAHM, Austin, TX 03/2014; printed in Supplement to J Adol Health, 02/2014.

81. "Parental attitudes about tetanus, diphtheria and pertussis (Tdap) vaccination and vaccine receipt among adolescents in Richmond County, Georgia". N. Herbert, et al (including DL Murray); Accepted for Georgia Public Health Association meeting, Atlanta, GA 03/2015

82. "Attitudes about diseases susceptibility and vaccine safety in rural Georgia". K Seib, et al (including DL Murray) Abstract accepted by American Public Health Association meeting, Fall, 2015.

83. " Cytidine 5'triphosphate synthetase deficiency presenting with Hodgkin's lymphoma and recurrent pneumonia". SF Dinetz, AH Shahlaee, M Toscano, et al (including DL Murray). Submitted to Allergy/Immunology Society national meeting (July, 2015)

Published Articles:

1. "California Wound-Botulism", D.L. Murray, *et al. Mortality and Morbidity Weekly Review*, 23, Sept. 1974.

2. "Antibody Response to Monovalent A/New Jersey/8/79 Influenza Vaccine in Pregnant Women", D.L. Murray, D.T.Imagawa, D.M. Okada and J.W. St. Geme, Jr. *Journal of Clinical Microbiology*, 10:184, 1979.

3. "Post Operative Neurosurgical Infections Due to Bacillus Species", R.F. Young, R. Yoshimori, D.L. Murray and P.J.Chou. *Surgical Neurology*, 18:271-273.

4. "Relative Importance of Bacteremia and Viremia in the Course of Acute Fevers of Unknown Origin in OutpatientChildren", D.L. Murray, J. Zonana, J. Siedel, R. Yoshimori, D.T. Imagawa and J.W. St. Geme, Jr. *Pediatrics*,68:157- 160, 1981.

5. "Multiple Splenic Aspergillomas in a Patient with Lymphoblastic Leukemia", R. Kulkarni, D.L. Murray, S. Gupta, W.C. Demendoca and I. Leader. *Journal of Pediatric Hematology*, 4:141-145, 1982.

6. "Radiological Case of the Month - Group B Streptococcus Osteomyelitis", D.L. Murray and L. Olson. *American Journal of Diseases in Children*, March 1981.

7. "Pseudo-Osteomyelitis in Gaucher's Disease: Report of a Possible Case and Literature Review", H. Schubiner, M. Letourneau and D.L. Murray. *Clinical Pediatrics*, 20:667-669, October 1981.

8. "Splenomegaly Associated with Chronic Malaria", J.B. Jensen, D.L. Murray and M.T. Boland. *American Journal of Medicine and Hygiene*, December 1983.

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9. "Prolonged Rupture of Amniotic Membranes: A Multivariant Analysis of Risk of Perinatal Infection and a Process for Management", J.W. St. Geme, Jr., D.L. Murray, J. Carter, C. Hobel, R. Leake, B. Anthony, D. Thibeault, I. Ross and J. Drage. *Journal of Pediatrics*, 104:608-613, 1984.

10. "Prevention of *Haemophilus influenzae* Type b Disease by Rifampin Prophylaxis", J. Band, D. Fraser and *Haemophilus influenzae* Disease Study Group (including D.L. Murray). *Journal of the American Medical Association*, 251:2381-2386, 1984.

11. "Fish-Tank Granuloma in a Four-Year-Old Child", M.A. Fragoso and D.L. Murray. *Clinical Pediatrics*, 24:288-289, 1985.

12. "Aseptic Meningitis in a Neonate with an Oral Vesicular Lesion", D. Murray, M. Ahschul and J. Dyke. *Diagnostic Microbiology and Infectious Disease*, 3:77-80, 1985.

13. "Toxic Shock Syndrome as a Complication of Bacterial Tracheitis", R. Solomon, T. Truman and D.L. Murray. *Journal of Pediatric Infectious Diseases*, 4:298-299, 1985.

14. "Identification and Immunization of Medical Students Susceptible to Measles and Rubella: A Nationwide Survey", D. Murray, M. Weatherly, J. Sperling and L. Farquhar. *American Journal of Public Health*, 75:556-557, 1985.

15. "Inhibition of Suppressor Cell Functions by Cimetidine in a Murine Model", Z. Jin, A. Kumar, R. Cleveland, D. Murray and D. Kaufman. *Clinical Immunology and Immunopathology*, 38:350-356, 1986.

16. "Therapeutic Efficacy of Acyclovir and Acyclovir-Azone Combination on an Immunocompromised Baby Guinea Pig Model", A. Kumar, M. Leonard, J. Alfano, D. Murray, R. Cleveland and D. Beaman. *Current Therapeutic Research*, 41:802-808, 1987.

17. "Cutaneous Changes Following Dimethylsulfoxide (DMSO) Application in Guinea Pigs", A. Kumar, M. Leonard, D. Murray and D. Beaman. *Drug Intelligence and Clinical Pharmacy*, 21:295-296, 1987.

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19. "Determination of Immune status to Measles, Rubella, and Varicella-Zoster Viruses Among Medical Students: Assessment of Historical Information", D. Murray and M. Lynch. *American Journal of Public Health*, 78:836-838, 1988.

20. "Results of Screening for HBsAg in Adopted Korean Children", D. Murray, M. Lynch, A. Doughty and B.K. Cho. *American Journal of Public Health*, 78:855-856, 1988.

21. "Prospective Randomized Study Evaluating Efficacy and Safety of Cephalexin Hydrochloride (LY 061188) in Treatment of Skin and Soft Tissue Infection -A Multi-Center Study", A. Kumar, D. Murray, C. Hanna, et al. *Antimicrobial Agents and Chemotherapy*, 32:882-885, 1988.

22. "Central Venous Catheter Infections in Pediatric Patients in a Community Hospital", Kumar, A., Brar, S.S., Murray, D.L., Leader, I., Gera, R., and Kulkarni, R. *Infection*, 16:86-90, 1988.

23. "Triage Decisions in Child Care for Sick Children", B. Desguin and D. Murray. *ADJC*, 144:190-196, 1990.

24. "Vaccine-Preventable Diseases and Medical Personnel: Ensure the Immunity of All!" D. Murray. *Archives of Internal Medicine*, 150:25-26, 1990

25. "Protecting Tomorrow's Health Care Professionals Against Hepatitis B Today", D. Murray, A. Goetz and V. Yu. *Archives of Internal Medicine*, 151:1069-1070, 1991.

26. "*Ureaplasma Urealyticum* Meningitis in an Infant Outside the Neonatal Age Range", D. Valduss, A. Clos, S. Guertin, J. Dyke and D. Murray. *Infectious Diseases in Clinical Practice*, 1:179-181, 1992.

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28. "Serologic Markers of Viral Hepatitis A, B, C and D in Patients with Hemophilia", A. Kumar, R. Kulkarni, D. Murray, R. Gera, A. Scott-Emuakpor, K. Bosma and J. Penner. *J. of Medical Virology*, 41:205-209, 1993.

29. "Use of Intravenous Immunoglobulin (IVIG) in Twin Neonates with Disseminated Coxsackie B_1 Infection". D. Valduss, D. Murray, P. Karna, K. Lapour and J. Dyke. *Clinical Pediatrics*, 32:561-563; 1993.

30. "Care of Mildly Ill Children in the Day Care Setting". G. Giebink, A. Chang, P. Koch, D. Murray, and G. Gonzalez. *Pediatrics*, 94 (suppl):1024-1026, 1994.

31. "IVIG: Passive Transfer of Hepatitis Antibodies During Intravenous Gammaglobulin. P. Karna, D. Murray, D. Valduss et al. *J. Pediatrics*, 125:463-465, 1994.

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60. "Interferon-gamma Release Assays for Diagnosis of Tuberculosis Infection and Disease in Children". J Starke and COID (including DL Murray, member). *Pediatr* 134: e1763-1773, 2014.

61. "Eradicating Polio: How the world's pediatricians can help stop this crippling illness forever" W. Orenstein and COID (including DL Murray, member). *Pediatr* 135: 196-202,2015.

62. "Recommended Childhood and Adolescent Immunization Schedule, United States, 2015". *Pediatr* 135: 396-397, 2015.

63. "Head Lice" Pediatr 135:e1355-e1365, 2015.

Red Book Chapters (A=authored; PR= primary reviewer; SR= Secondary Reviewer (2015, only))

1997 Children in out-of-home child care (PR)
Pediculosis (PR)
Scabies (PR)
Tetracyclines (A)

2000 Children in out of home child care (PR)
School Health (PR)
Pediculosis (PR)
Scabies (PR)
Pinworms (PR)
Misconceptions Regarding Immunizations (A)

2003 Misconceptions Regarding Immunizations (PR); Children in out of home child care (PR); Measles (PR); Mumps (PR)

2006 Children in out of home child care (PR); Measles (PR); Mumps (PR); Misconceptions Regarding Immunizations (PR)

2009 Children in Out of Home Child Care (PR); School Health (PR); Pinworms (PR); Molluscum Contagiosum (PR); Immunizations Received Outside the U.S. (PR); Precautions and Contraindications about Vaccines (PR); Misconceptions about Vaccine Contraindications (PR); and Parental Misconceptions About Immunizations (PR)

2012 Children in Out of Home Child Care (PR); Pinworms (PR)

2015 Children in Out of Home Child Care and 8 other Chapters (PR), Hepatitis B and 14 additional Chapters (SR)

Other (patient education brochures, textbooks, etc., limited listing):

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"Caring for Your Baby and Young Child: Birth to Age 5." Childcare book, infectious diseases topics only.
"Your Baby's First Year" infectious disease topics.
"Common Childhood Infections", 1996.
"Chickenpox and the New Vaccine," 1997.
"Croup and Your Young Child", 1998.
"Immunizations--What You Should Know", 1999, revised 2009.
"Chickenpox Vaccine: What Parents Need to Know", 1999.
"Managing Infectious Diseases in Child Care and School: A Quick reference Guide" Editors (Aronson S, and Shope T.) D. Murray Technical Reviewer AAP Elk Grove Village, IL 2004; D. Murray Technical Reviewer 2nd Edition, 2008.
"Immunization" Adolescent Medicine, AAP, D. Murray Technical Reviewer, 2009.
" Animal and Human Bites", in Pediatric Primary Care Textbook, revised Chapter ,2015, in press

AAP Grand Rounds
"Commentary" re. Varicella Vaccine: Incidence of Herpes Zoster, *Ped Infect Dis J.* 28:1069-1072, *2009. AAP Grand Rounds* 23:39, 2010
*"Commentary"*re. Viral Contamination of Toys in the Pediatric Office, *Ped Infect Dis J. 29:102-104, 2010. AAP Grand Rounds* 23: 72, 2010.
"Commentary" re. Neonatal Pertussis: Clinical Characteristics and Outcomes, *J. Pediatr. 156:498-500, 2010. AAP Grand Rounds* 24:6, 2010.
"Commentary" re. Early Waning of Maternal Measles Antibody in Infants, *BMJ.* 340:C1626, 2010. AAP Grand Rounds 24:36, 2010.
"Commentary" re. Viral Co-Infection and Invasive Pneumococcal Disease, *Pediatr Infect Dis J.* 29: 519-523, 2010. *AAP Grand Rounds*24:48,2010.
"Commentary" re. Convalescent Cultures for Patients Diagnosed with Shigellosis, *Pediatr Infect Dis J.* 29:728-730, 2010. *AAP Grand Rounds*24:54, 2010.
"Commentary" re. Benefit of Maternal Influenza Immunization to Young Infants, *Arch Pediatr Adolesc Med. doi10.1001/archpediatric.2010.192 (published online 10/2010). AAP Grand Rounds.* 25:4, 2011.
" Commentary" re. Acute Respiratory Infections in Children with Congenital Heart Disease, *Pediatr Infect Dis J.* 29:1077-1083,2010. *AAP Grand Rounds.* 25: 33,2011.
" Commentary" Preventing Varicella: Effectiveness of 2 Doses of Vaccine Confirmed, *J Infect Dis.* 203:312-315, 2011. *AAP Grand Rounds*. 25: 65, 2011.
" Commentary" Tuberculosis Screening of Internationally Adopted Children, *Pediatr Infect Dis J.* 30:387-391, 2011. *AAP Grand Rounds*. submitted 06/2011.
" Commentary" Extensive Injection Site Reactions After DTaP and Tdap, *Vaccine.* 29:4230-4237, 2011, *AAP Grand Rounds*. 26:25, 2011
" Commentary" Parainfluenza Virus Type 4 In the Childcare Setting, *Pediatric Infect Dis J.* 30:714-716, 2011, *AAP Grand Rounds*. 11/2011.

*Educational Materials (*examples*):*

1. "Prevention of Hepatitis B", D. Murray and A. Kumar. Distributed to all College of Human Medicine Students (Year II) each year 1986-present; updated 1992.

\

2. "RSV and Your Child", D. Murray and A. Hunt-Fugate. Distributed to all parents and children admitted to Sparrow Hospital (Lansing, MI) with RSV, Fall 1990 - present. Used by other Michigan hospitals with permission. Updated in 1994.

3. Articles in *Healthy Kids* and *Family Circle,* Fall 1996, on transmission of germs and infection in kids (technical editor and professional consultant).

4. Articles in *Healthy Kids*, 1997 "Chickenpox update".

5. "Evaluating Information about Immunizations on the Internet" M. Meyers and D Pineda (NNii Steering Committee, including D. Murray, reviewers) 2005

Other:

1. Developed, in conjunction with C. Harrison and S. Fowler, representing Pediatric Infectious Diseases Society, algorithm for use by hospitals nationally to comply with CMS/TJC requirement to screen all hospitalized children with certain underlying diseases for *S. pneumoniae* vaccination status upon hospital discharge, beginning 01/01/2012, and immunize with appropriate vaccine as needed.
2. Working with AAP, AMA and several specialty societies to develop CPT code(s) for interprofessional telephone consultations (physician or other healthcare professional to specialist/consulting physician). Developed proposal, including specific vignette examples, and worked as an ad hoc AMA sub-committee member for last 15 months including at least 5 telephone conference calls, to finalize document to be presented to full CPT panel for vote in 05/2012. Approved at 05/19 meeting for 4 interprofessional codes. Approved for wRVUs at RUC meeting in Chicago, IL July, 2012. CMS chose to award these codes " B- Bundled status" Under appeal by AAP and AMA January, 2014.
3. Working with AAP SOID Executive Committee Revised, Refusal to Vaccinate form (and cover letter) available online through AAP 2013.
4. AAP representative to CDC work group on Combination Infant, Tdap, Rotavirus, and Hib vaccine VIS revisions 2014-2015. Reviewer VIS revisions IIV, LAIV, and S. pneumoniae Conjugate vaccines, 2015.

Bonnie Cleaveland, PhD ABPP

1173 Southgate Drive Post Office Box 31088• Charleston, SC 29417-1088
Phone: 843-571-4005 • Fax: 843-628-1631 • E-Mail: bonnie@bonniecleaveland.com
www.bonniecleaveland.com

Date: October 29, 2015

Ms. SherronBrightharp
Charleston County School District

Via email: sherron_brightharp@charleston.k12.sc.us
Re: **Health Advisory Committee**

Dear Ms. Brightharp:

I am a Charleston County School District **parent** and **medical professional**.

As a Citadel adjunct professor, I create curriculum and teach students. As a private practice psychologist, I implement behavior change strategies with adolescents and adults. My Ph.D dissertation implemented and tested a drug refusal skills curriculum with adolescents. Since resisting peer pressure is particularly important for adolescents, I think my skills are perfect for the committee.

For the past several years, I have also advocated as a volunteer for the best interest of the child in several high profile adoption and foster care cases.

My daughter is 9, and I'm concerned that she, and her peers, get a moral and useful education with regard to sex education. I would be honored to serve on the Health Advisory Committee.

Sincerely,

BCleaveland PhD

Dr. Bonnie F. Cleaveland

Enc: curriculum vitae

(12)

Bonnie F. Cleaveland, PhD, ABPP

Mailing: PO Box 31088 Charleston, SC 29417
Office: 1173 Southgate Drive Suite A Charleston, SC 29407
(W) 843-571-4005
(Fax) 843-628-1631
(Cell) 843-224-0421
bonnie@bonniecleaveland.com
www.bonniecleaveland.com
Previous name: Bonnie Louise Cleaveland

Licensure

Licensed Clinical Psychologist, SC # 666January 24, 1997

Certification

Board Certification, American Board of Professional Psychology (ABPP) – July 11,2005

Fellow, American Academy of Clinical Psychology – July, 2005

National Register of Health Service Providers in Psychology #51774–June, 2007

Education

1996 (May) Ph.D., Clinical Psychology, Virginia Tech
Blacksburg, Virginia

1992 (July) M.S., Clinical Psychology, Virginia Tech

1989 (May) B.S., Psychology, Minor in Business, Stetson University
DeLand, Florida

Clinical and Teaching Positions

Bonnie F. Cleaveland, PhD
Private Practice
Charleston, South Carolina
1996 (September) - present
Psychologist specializing in anxiety disorders and depression.Individual and group psychotherapy.Adolescent and adult intellectual and personality testing.Independent Medical Examinations. Disability evaluations. Public speaking & seminars.

The Citadel
Charleston, South Carolina
2010, Spring – present
Adjunct faculty, Graduate program in psychology

Trident Technical College
Charleston, South Carolina
2009 (Sep) – 2010 (May)
1996 (Sep) – 1997 (Aug)
Adjunct faculty, Psychology, teaching general psychology and abnormal psychology

Medical University of South Carolina
Charleston, South Carolina
1996 (Sep – Nov)
Supervisor: L. Randolph Waid, PhD. Psychological Assessment Center. Outpatient adult and child ADHD / LD evaluations, reports, and recommendations, outpatients.Psychological and educational testing, interpretation, reporting, and consultation to the multidisciplinary team on the adolescent and child inpatient psychiatric unit.

Medical University of South Carolina
Charleston, South Carolina
1995 (Sep) – 1996 (Aug)
Post -- doctoral fellowship in Physical Medicine and Rehabilitation. Disabilities primarily include head injury, stroke, and spinal cord injuries. Responsibilities: neurocognitive testing with oral and written conceptualization and presentation of results, group and individual cognitive rehabilitation, individual and family interventions to facilitate adjustment to disability, multidisciplinary team consultation, and conceptualization, implementation, and evaluation of behavior management plans.

Supervisor: Alice Q. Libet, PhD (libeta@musc.edu)

Medical Universityof South Carolina

171 Ashley Avenue
Charleston, South Carolina 29425
1994 (Sep) – 1995 (Aug)
Clinical psychology internship. Rotations: inpatient substance abuse, post-traumatic stress disorder, outpatient counseling, and weight management. Internship director: Dean Kilpatrick, PhD (kilpatdg@musc.edu; 843-792-2945 ph; 843-792-3388 fax)

Virginia Tech
109 Williams Hall Blacksburg, Virginia 20461
1989 (Aug) – 1994 (Aug)
University teaching, research, and clinical positions in outpatient and university counseling centers.*Teaching skills*: (Introduction to Personality) designing course materials and tests, didactic and experiential teaching. *Research skills*: experimental design, data management and analysis, and presentation and publication of results. *Clinical skills*: Career and study skills counseling. Stress management, relaxation training, assertiveness training, and behavior modification seminars. Outpatient assessment and treatment of adults and children.Group, family and marital therapy.Director of Clinical Training, Thomas Ollendick, PhD (tho@vt.edu; tel 540-231-6581; fax 540-231-3652)

Veteran's Administration Medical Center
Salem, Virginia
1993 (Sep) – 1994 (May)
Intake assessments for 28-day inpatient alcohol treatment. Smoking cessation group. (20% time)

Supervision

2004-2005 supervision of Risa Mason, a post-doctoral student, for post-doctoral supervision hours, including weekly formal supervision

Media

2003 (May) – 2003 (July), Co-host Psychobabble Radio Show, WTMA 1250 AM, Sunday mornings 9-10 AM in Charleston, SC

Elected and Appointed Offices

Toastmasters

2004-2005 President, Downtown Toastmasters Club
2005-2006 Vice President for Education, Downtown Toastmasters Club

South Carolina Psychological Association

2002 -2005. Chair, Public Education Committee
2001-2002. Co-chair, Public Education Committee
2000-2001. Secretary

SC Association of Professional Psychologists
2001-2002. Secretary-Treasurer

Research Positions

Graduate Project Director, Virginia Tech
1993 (April) – 1994 (Aug)

"Skin Cancer Prevention Program at Swimming Pools"
[American Cancer Society grant to Richard A. Winett]

Project management, intervention planning, data collection & analysis

1989-1993 Graduate Research Assistant, Virginia Tech

"Relapse Prevention in Treating Marijuana Dependence."
[National Institute on Drug Abuse grant to Robert S. Stephens]

Assessment and intervention consulting, questionnaire creation, data analysis

Graduate Research Assistant, Volunteer
Virginia Tech
1992 (Sep) – 1993 (Aug)

"Video and Feedback System for Promoting Nutritious Purchases"
National Cancer Institute grant to Richard A. Winett

Recruiting coordination, design and script consultation & writing

Co-Principal Investigator, Department of Psychology, Virginia Tech
1990 – 1992

"Drug and Alcohol Assessment Study"
Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services grant, $15,000 to Bonnie L. Cleaveland and Jennifer S. Wertz

Interviewer training on Addiction Severity Index, follow-up interviews, program administration, data analysis

Research Assistant, Volunteer, Virginia Tech
1989 - 1990
"The Effect of Enhancing Commitment on Adherence to Medical Regimen." Thesis Research, D.E. Putnam.

Consultation & subject recruitment

Volunteer Service

Big Sisters Program
1998 - 2003
Charleston, SC

Project FAR (Families at Risk)
Blacksburg, VA
1993
Prevention activities with children at risk for delinquency

Professional Associations

American Psychological Association

South Carolina Psychological Association

American Academy of Clinical Psychology

Honors

May, 1989 Graduated Magna Cum Laude
1986 – 1989 Honors Program
1989 Outstanding Senior Psychology Major
1989 Outstanding Research in Psychology
1988 Outstanding Junior Psychology Major
1989 Psi Chi Psychology Honorary

Dissertation

Cleaveland, B. L. (February,1996). Development and Validation of a Behavioral Measure of Drug Refusal Skills in Seventh and Eighth graders.

Thesis

Cleaveland, B.L., & Stephens, R.S. (1992). An Attention-Allocation Model for Alcohol's Effects on Aggression.

Technical Reports

Cleaveland, B.L. (1993, April).Social learning theory analysis of adolescent substance abuse prevention.Preliminary exam paper.

Cleaveland, B.L., Wertz, J.S., & Stephens, R.S. (1992, June).Standardized assessment, description, and prediction of three-month addiction outcomes in a rural community service board population.Final Report for the Student Research Award in Public Substance Abuse Services from the Commonwealth of Virginia. Presented at the Department of Mental Health, Mental Retardation, & Substance Abuse Services, Richmond, VA.

Research Presentations

Winett, R. A., Cleaveland, B. L., Tate, D. F., Russ, C. R., Galper, D. I., Lombard, D. N. Lombard, T. N. Promoting skin cancer risk reduction at swimming pools: The SAFESUN project. (1996, March). Poster presented at the Fourth International Congress of Behavioral Medicine. Washington, D.C.

Stephens, R. S., Roffman, R. A., Cleaveland, B. L., Curtin L., & Wertz, J.S. (1995, November).Self-efficacy and marijuana effects expectancies in the prediction of post treatment marijuana use. Association for the Advancement of Behavior Therapy, Washington, DC.

Cleaveland, B. L. and Denier, C. A. Understanding cognitive dysfunction and recommendations for health care professionals to improve compliance and treatment outcome. . (Symposium presentation, Nov. 4, 1994, Medical University of South Carolina Student Research Day).

Stephens, R. S., Roffman, R. A., Cleaveland, B. L., Curtin, L., & Wertz, J. S. (1994, November).Extended versus minimal intervention with marijuana dependent adults. Association for the Advancement of Behavior Therapy, San Diego, CA.

Curtin, L., Stephens, R. S., Cleaveland, B. L., & Roffman, R. A., (1993, November). Pretreatment substance abuse attrition: Implications for methodology, generalizability, and outreach. Poster presented at the Association for the Advancement of Behavior Therapy, Atlanta, GA.

Roffman, R. A., Stephens, R. S., Curtin, L., & Cleaveland, B. L. (1993, November). Differential attrition from brief and extended interventions for marijuana-dependent adults. Poster presented at the Association for the Advancement of Behavior Therapy, Atlanta, GA.

Glindemann, K.E., Clarke, S.W., Cleaveland, B.L., Buchholz, C.T., & Geller, E.S. (June, 1993). BAC Feedback and the use of Nomograms: A Community-Based Approach for Deterring DUI. Paper presented at the 7th annual meeting of the American Psychological Society, Chicago, Illinois.

Glindemann, K.E., Geller, E.S., Cleaveland, B.L., Buchholz, C.T., & Halsey, R.D. (May, 1993). Developing a Community-Based Process for Providing Individuals with Blood Alcohol Concentration Feedback. Symposium presented at the annual meeting of the Association for Behavior Analysis, Chicago, Illinois.

Wertz, J.S., Stephens, R.S., Cleaveland, B.L., & Roffman, R.A. (1991, November). Predicting Relapse to Marijuana Dependence. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New York, New York.

Stephens, R.S., Wertz, J.S., & Cleaveland, B.L. (1991, November).Expected Marijuana Effects and their Relation to Use. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New York, New York.

Tashakkori, A., & Cleaveland, B.L., (1989, June). AIDS Knowledge, Attitudes, and Behavior Among Adolescents and College Students. Paper presented at the Annual Meeting of the International Council of Psychologists, Halifax, Nova Scotia, Canada.

Publications

Cleaveland, B. L., & Denier, C. A. (1998). Recommendations for health care professionals to improve compliance and treatment outcome among patients with cognitive deficits.Issues in Mental Health Nursing.

Winett, R. A., Cleaveland, B. L., Tate, D. F., Lombard, D. N., Lombard, T. N., Russ, C. R., & Galper, D. G. (1996, in press). The effects of the Safe-Sun Program on patrons' and lifeguards' skin cancer risk reduction behaviors at swimming pools. Journal of Health Psychology.

Cleaveland, B. L. (1994). Social cognitive theory recommendations for improving modeling in adolescent substance abuse prevention programs.Journal of Child and Adolescent Substance Abuse, 3, 53-68.

Wertz, J.S., Cleaveland, B.L., & Stephens, R.S. (1995) Problems in the application of the Addiction Severity Index in rural substance abuse services.Journal of Substance Abuse, 7, 175 - 188.

Grants

Cleaveland, B. L. (Principal Investigator). Behavioral measure of drug refusal skills.$5,500 from the Christopher D. Smithers Foundation (1994).

Cleaveland, B. L. & Wertz, J. S. (Co-principal investigators) Standardized assessment, description, and prediction of three-month addiction outcomes in a rural community service board population. $25,000 from the Commonwealth of Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services (1990)

Workshops presented

2012, February – College of Charleston Counseling Center – "Sexual Assault Victims: Assessment and Treatment"

2006, September – St. James Episcopal Women's Conference – "Mind, Body, and Spirit – The Inseparable Trinity"

2005, April – South Carolina Psychological Association – "Establishing and Maintaining a Private Practice", panelist

2005, April – South Carolina Psychological Association – "Visions: The next 50 years for SCPA and Psychology-Challenges and Opportunities", panelist, private practice expert

2005, March – College of Charleston – panel discussion on sexual assault and domestic violence issues

2004, May – EmpowerMe Conference, Asheville, NC – Featured speaker – "Failure Myth: The importance of making mistakes."

2004, April – "Public Relations for Psychologists" – SC Psychological Association Annual Conference

2003, April. APA Resilience Campaign- Giving Psychology Away. SC Psychological Association, Myrtle Beach.

2003, April. Media and Psychology: Building Relationships in South Carolina. SC Psychological Association, Myrtle Beach.

2002, April. Update on Private Practice (Symposium). SC Psychological Association, Myrtle Beach.

1997, various dates: Power Student seminars. Full day study skills seminar for adolescents and children.

1997, January: Barriers to mental health treatment: How to survive private practice. Interactive workshop presented to the Helping Professionals Network.

1997, March: Training for Peer Counselors, Center for Women in Transition

1998, January: Body Image, Center for Women conference

1998, March Improving Your Memory: Center for Women Annual Conference.

1998, 1999, 2001, 2002 Succesfully Entering Private Practice. Medical University of South Carolina

Stress Management – various dates

Quitsmart smoking cessation leader certified

Other

CPR and Emergency Cardiac Care Provider, American Heart Association Certification, April, 1996

References

Michael Kollar, Ed.D 843-769-5310
Monica Lominchar, MD 843-554-8488

October 29, 2015

RE: District's Health Advisory Committee

Board of Trustees

Charleston County School District

I am submitting my name to be considered as a medical representative on the HAC. I have an extensive medical background as a long time practitioner of obstetrics & gynecology and have previously served as an elected member and the President of a school board in Northwest Ohio.

Sincerely,

Louis Weinstein, MD

Past Bowers Professor and Chair

Department of Obstetrics & Gynecology

Thomas Jefferson University

Louis.weinstein@jefferson.edu

843-817-0620

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CURRICULUM VITAE

PERSONAL INFORMATION

Name: Louis Weinstein, M.D.

BP: Cambridge, MA

Home Address: PO Box 21829 843-817-0620
Charleston, SC 29413

EDUCATION AND TRAINING

B.S.	Bates College Lewiston, Maine	1968
M.D.	Wake Forest University School of Medicine Winston-Salem, North Carolina	1972

GRADUATE MEDICAL EDUCATION

FROM - TO

1972-1973	Internship:	University of Colorado Medical Center Denver, Colorado
1973-1976	Residency:	University of Colorado Medical Center Denver, Colorado
1979-1981	Fellowship:	University of Arizona Maternal-Fetal Medicine Tucson, Arizona
1980		Fellowship: National Endowment for the Humanities Fellow - "Autonomy, Authority and Role: Ethical and Legal Prospectives on the Interdependencies of Health Care Professionals"

EMPLOYMENT

FROM - TO

2011-current	Barrier Island Free Medical Clinic

Charleston, SC
Gynecologist – Volunteer Status

2010-2011 Thomas Jefferson University
Department of Obstetrics and Gynecology
Professor
Philadelphia, PA
Full time - Salaried

2004-2010 Thomas Jefferson University
Department of Obstetrics and Gynecology
Paul A. & Eloise B. Bowers Professor and Chairperson
Philadelphia, PA
Full time - Salaried

2000-2002 Associated Physicians of MCO, Inc.
Toledo, Ohio
Treasurer

1998-2000 Associated Physicians of MCO, Inc.
Toledo, Ohio
Treasurer

1998-1999 Medical College of Ohio
Department of Obstetrics and Gynecology Director
of Maternal-Fetal Medicine
St. Vincent Mercy Medical Center Toledo,
Ohio

1997-1999 Medical College of Ohio
Department of Obstetrics and Gynecology Director,
3rd Year Student Clerkship Toledo, Ohio

1992-2004 Medical College of Ohio
Department of Obstetrics and Gynecology
Professor and Chairperson
Toledo, Ohio
Full-time - Salaried

1992-1993 Medical College of Ohio
Department of Obstetrics and Gynecology Director
of Maternal-Fetal Medicine
The Toledo Hospital
Toledo, Ohio
Full-time - Salaried

1991-1992 University of Arizona

Department of Obstetrics and Gynecology
Director of Research
Tucson, Arizona
Full-time - Salaried

1988-1992 University of Arizona
Department of Obstetrics and Gynecology
Professor
Tucson, Arizona
Full-time - Salaried

1984-1991 University of Arizona
Department of Obstetrics and Gynecology
Division of Maternal-Fetal Medicine
Director
Tucson, Arizona
Full-time - Salaried

1982-1988 University of Arizona
Department of Obstetrics and Gynecology
Associate Professor
Tucson, Arizona
Full-time - Salaried

1982-1984 University of Arizona
Department of Obstetrics and Gynecology
Division of Maternal-Fetal Medicine
Co-Director
Tucson, Arizona
Full-time - Salaried

1979-1991 University of Arizona
Prenatal Genetics Unit
Associate Director
Tucson, Arizona
Full-time - Salaried

1979-1984 University of Arizona
Department of Obstetrics and Gynecology
Division of Ultrasound
Director
Tucson, Arizona
Full-time - Salaried

1978-1982 University of Arizona
Department of Obstetrics and Gynecology
Assistant Professor Tucson,
Arizona

Full-time - Salaried

1976-1978	Naval Regional Medical Center Department of Obstetrics and Gynecology Staff - Lieutenant Commander Charleston, South Carolina Full-time - Salaried
1976-1978	Naval Regional Medical Center Department of Obstetrics and Gynecology Division of Ultrasound Director Charleston, South Carolina
1976-1978	Medical University of South Carolina Department of Obstetrics and Gynecology Clinical Instructor Charleston, South Carolina
1975	University of West Indies Department of Obstetrics and Gynecology Project Hope Instructor Kingston, Jamaica

CERTIFICATIONS/LICENSURES

Certifications:

1979	Obstetrics and Gynecology American Board of Obstetrics/Gynecology
1983	Maternal-Fetal Medicine Division American Board of Obstetrics/Gynecology

Recertifications:

1993, 2003, 2005, 2007, 2008, 2009	Obstetrics and Gynecology - Maternal-Fetal Medicine American Board of Obstetrics/Gynecology

Licensures: South Carolina State Medical Board

MILITARY SERVICE

FROM - TO

1976-1978 U.S. Navy
Lieutenant Commander
Discharged: 1978
Type of Discharge: Honorable

NATIONAL ACTIVITIES

2011-2014 Audiovisual Advisory Committee
American College of Obstetricians & Gynecologists

2007-2008 Association of Professors of Gynecology and Obstetrics Foundation Board

2007-2008 Task Force on Pain Management
American College of Obstetricians and Gynecologists

2002-2015 PROLOG Advisory Committee (5th, 6th & 7th Editions) American College of Obstetricians and Gynecologists

2002-2004 Scientific Program Committee
Central Association of Obstetricians and Gynecologists

2001-2002 Co-Chair - PROLOG Unit 1 (5th Edition)
American College of Obstetricians and Gynecologists

2000-2001 Presidential Task Force on Neonatal Encephalopathy
American College of Obstetricians and Gynecologists

1999-2000 Chair – CD Rom on Obstetrics
American College of Obstetricians and Gynecologists

1999-2003 Committee on Quality Improvement and Patient Safety
American College of Obstetricians and Gynecologists

1999-2003 Chair - Subcommittee on Accreditation Activities
American College of Obstetricians and Gynecologists

1999Course Director – Medical Diseases in Pregnancy, Virgin Islands
American College of Obstetricians and Gynecologists

1997-1998 Presidential Task Force on Office Evaluation
American College of Obstetricians and Gynecologists

1996-2001 Chair - PROLOG Advisory Committee (4th Edition)
American College of Obstetricians and Gynecologists

1995-1996 PROLOG Unit 5 Task Force (3rd Edition)
American College of Obstetricians and Gynecologists

1994 Course Director - High Risk Obstetrics, Barbados West Indies
American College of Obstetricians and Gynecologists

1994-2009 Board Examiner - American Board of Obstetricians and Gynecologists

1991-1993 Chair - Committee on Course Coordination
American College of Obstetricians and Gynecologists

1990-1991 PROLOG Unit 5 Task Force (2nd Edition)
American College of Obstetricians and Gynecologists

1990 Course Director - Update in Obstetrics, Norfolk, Virginia
American College of Obstetricians and Gynecologists

1989 Postgraduate Education Advisor, District VIII
American College of Obstetricians and Gynecologists

1988-1991 District VIII Representative - Committee on Course Coordination
American College of Obstetricians and Gynecologists

1988 Course Director - Update in Obstetrics, Juneau, Alaska
American College of Obstetricians and Gynecologists

1987-1988 PROLOG Unit 5 Task Force (1st edition)
American College of Obstetricians and Gynecologists

AWARDS AND COMMENDATIONS

2009 Association of Professors of Gynecology and Obstetrics – Excellence in T Teaching Award

2006 Association of Professors of Gynecology and Obstetrics – Excellence in T Teaching Award

2005 George Andros Excellence in Teaching Award – Thomas Jefferson University

2003 Residents Teaching Award - Medical College of Ohio, Department of O Obstetrics and Gynecology

2003 Faculty Recognition Award - Medical College of Ohio, Department of

	Obstetrics and Gynecology,
2002	Alpha Omega Alpha Honor Society
1999	National Faculty Award for Excellence in Resident Education - Council of Resident Education in Obstetrics and Gynecology
1997-1998	Resident Teaching Award - Medical College of Ohio, Department of Obstetrics and Gynecology
1997	Central Prize Award of the Central Association of Obstetricians and Gynecologists. BONES - a new tool to determine who needs osteoporosis screening.
1995-1996	Resident Teaching Award - Medical College of Ohio, Department of Obstetrics and Gynecology
1994-1995	Resident Teaching Award - Medical College of Ohio, Department of Obstetrics and Gynecology
1977-1978	Best Overall Clinical Instructor - Naval Regional Medical Center, Charleston, SC
1977-1978	Best Instructor in Obstetrics and Gynecology - Naval Regional Medical Center, Charleston, SC
1972	Obstetrics and Gynecology Merit Award - Bowman Gray School of Medicine
1972	Frank Lock Travel Fellowship in Obstetrics and Gynecology - Bowman Gray School of Medicine
1966-1968	Jessie Smith Noyes Scholar - Bates College

EDITORIAL BOARDS

2002-present	Associate Editor – UPDATE – A Clinical Continuum in Obstetrics and Gynecology - American College of Obstetricians and Gynecologists
1996-2002	Editorial Board – UPDATE – A Clinical Continuum in Obstetrics and Gynecology - American College of Obstetricians and Gynecologists
1990	Advisory Board - *Gestational and Perinatal Hypertension*
1988-1990	Advisory Board - *The Fetus*
1985	Advisory Board - *Journal of Perinatology*
1983	Advisory Board - Factline
1979-1981	OB-GYN Section - *Arizona Medicine*
1978-1980	Advisory Board - *Current Prescribing*

JOURNAL REVIEWS

Obstetrics and Gynecology

American Journal of Obstetrics and Gynecology

Journal of Perinatology

Journal of American Medical Association

Archives of Internal Medicine

Life Sciences

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GRANTS

"Neonatal Chlamydia Infection: Incidence and Treatment," National Institutes of Health "Induction of Brain Tumors by Papilloma Virus," Biomedical Research Support Grant, University of
Arizona

"Comparative Efficacy Studies of 100mg of Miconizole Nitrate Suppositories with Monistat 7 Vaginal Cream and Placebo for Seven and Fourteen Days," Ortho Pharmaceutical Company

"Effectiveness of Depo-Provera in the Postmenopausal Patient," Upjohn Company

"A Double-Blind Study of Tioconazole Cream vs Placebo in Patients with Vaginal Candidiasis," Pfizer Research, Inc.

"An Evaluation of Anti-D Immunoglobulin for Prevention of Rh Hemolytic Disease," Armour Pharmaceutical Company

"A Comparison of Single Dose Tioconazole Cream vs Clotrimazole Tablets in Patients with Vaginal Candidiasis," Pfizer Research, Inc.

"Randomized Study to Compare the Efficacy and Safety of Ceftriaxone to Cefoxitin Sodium in the Treatment of Pelvic Inflammatory Disease and Post Operative Gynecological Infections," Hoffman La Roche, Inc.

"Multiclinic Open Study of the Efficacy, Safety and Tolerance of Thienamycin Formamidine/Potentiator in the Parenteral Therapy of Infection Caused by Pathogenic Bacteria in Hospitalized Patients," Merck, Sharpe and Dohme, Inc.

"Tioconazole Single Dose Ointment in the Treatment of Pregnant Patients with Vaginal Candidiasis," Pfizer Research, Inc.

"An Open Labeled Multicenter Study of Oral UK-49,858 and Clotrimazole Intra-Vaginal Tablets in the Treatment of Patients With Vaginal Candidiasis," Pfizer Research, Inc.

"Combined Premarin Plus C.T. Provera for the Treatment of the Menopause," Upjohn Company

"Continuous Estrogen-Progestin Therapy for Postmenopausal Patients," Upjohn Company

"Endothelial Disruption and Pre-eclamptic Coagulopathy--An In-Vivo and In-Vitro Study," Flinn Foundation

"Prospective Double-Blind Randomized Parallel Study of the Safety and Efficacy of Premarin and Medroxyprogesterone Acetate for Postmenopausal Hormone Replacement Therapy," WyethAyerst Research

"Vaginal Retention of 2% Butoconazole Nitrate Standard Vaginal Cream," Syntex Research

"A Randomized Multicenter Study of a Single Dose Oral Fluconazole Tablet Compared With Seven Days of Clotrimazole Vaginal Tablets in the Treatment of Acute Candidal Vaginitis in Women 1865 Years of Age," Pfizer Research, Inc.

"The Effects of Post Menopausal Estrogen/Provera Hormone Replacement Therapy (HRT) on Endometrial Histology and Bone Mineral Density," Upjohn Research

"The Effects of Post Menopausal Ogen/Provera Hormone Replacement Therapy on Endometrial Histology," Upjohn Research

"Progestin Efficacy Study to Compare Three Doses of RPR Estradiol/Norethisterone Acetate (NETA) Patches Worn Continuously to an Estradiol 50 Patch," Rhone-Poulenc Rorer Research

"A Prospective, Double-Blind, Randomized Study of the Safety and Efficacy of Lower Doses of Premarin and Medroxyprogesterone Acetate in Postmenopausal Women," Wyeth-Ayerst Research

"A Double-Blind, Randomized, Placebo- and Historical-Controlled Study of the Safety and Efficacy of Premarin/Trimegestone for Postmenopausal Hormone Replacement Therapy," WyethAyerst Research

"A Double-Blind, Randomized, Placebo and Active Controlled Safety and Efficacy Study of Bazedoxifene/Conjugated Estrogen Combinations in Postmenopausal Women," Wyeth-Ayerst Research

"A Double-Blind, Placebo-Controlled, Parallel Group Design Dose-Ranging Study of Three Doses of Lasofoxifene vs. Placebo for the Treatment of Sexual Dysfunction (Hypoactive Desire) in Postmenopausal Women," Pfizer Inc.

"A Double-Blind, Placebo-Controlled, Parallel Group Design Dose-Ranging Study of Three Doses of Lasofoxifene vs. Placebo for the Treatment of Sexual Dysfunction (Arousal Disorder) in Postmenopausal Women," Pfizer Inc.

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16. **Weinstein L.** General Considerations for Proper Antibiotic Usage in Obstetrics and Gynecology. In Pastorek JG (editor). Obstetric and Gynecologic Infectious Disease, Rockville, MD: Aspen Publishers, 1994; Chap 61

17. **Weinstein L.** New Perspectives on Vaginosis, Vaginitis and Vagilitis. In Sciarra JJ (editor). Gynecology and Obstetrics, Hagerstown, MD: Gynecology and Obstetrics 1994; V1, Chap 40

18. Marcotte MP, Weinstein L. Bacterial Vaginosis and Group B Streptococcus. In Danakas GT, Pietrantoni M (editors). Practical Guide to the Care of the Gynecologic/ObstetricPatient, St. Louis, MO: Mosby, 1997

19. **Weinstein L.** Infection Prevention and Treatment in the Obstetric/Gynecologic Patient. In Sciarra JJ (editor). Gynecology and Obstetrics, Hagerstown, MD: Harper and Row, 1998;V1, Chap 47

20. **Weinstein L.** Understanding Medical-Legal Issues in Obstetrics and Gynecology. In Ransom SB, McNeeley G, Munkarah AR et al (editors). Practical Strategies in Obstetricsand Gynecology, Philadelphia, PA: W.B. Saunders Co., 1999; Chap 71

21. **Weinstein L.** How to Give a Deposition. In Ransom SB, Dombrowski MP, Evans MI, Ginsburg K (editors). Contemporary Therapy in Obstetrics and Gynecology, Philadelphia, P PA: W.B. Saunders Co., 2002; Chap 104

22. **Weinstein L,** Baxter JK. The Special Approach to Solving the Profession's Liability Crisis Improving Patient Safety and Preventing Medical Errors. Gibbs RS, Karlan BY, Haney AF,Nygard I (editors) Danforth's Obstetrics & Gynecology, Philadelphia, PA: L Lippincott, Williams & Wilkins, 2008; Chap 64

23. Baxter JK, Weinstein L. HELLP Syndrome. Hillard PJ (editor) The Five Minute Obstetric and Gynecologic Consult, Philadelphia, PA: Lippincott, Willliams & Wilkins, 2008:58485

24. Rosen SJ, Baxter JK, Weinstein L. Antepartum and Intrapartum Fetal Assessment.

Gomella TL, Cunningham MD, Eyal FG (editors) Neonatology, Sixth Edition, New York, NY, McGraw-Hill, 2009;1-9

25. Horan CM, Weinstein L. Faculty Satisfaction and Retention in Obstetrics and Gynecology. Rayburn WF, Schulkin J (editors) Changing Landscape of Academic Women's Health Care in the United States, New York, NY, Springer Publishing, 2011

26. **Weinstein L**. The story behind the naming of HELLP syndrome. Martin JN (editor) The 2015 Compendium for HELLP Syndrome: from Bench to Bedside, NY, Nova Science Publishers,**In Press**

27. **Weinstein L.**Laborist to Obstetrician/Gynecologist - Hospitalist: an Evolution or aRevolution. McCue B, Tesssmer-Tuck JA (editors) ObstetGynecol ClinicsNA 2015;42 (3):415-417

9/15

On Thu, Oct 29, 2015 at 12:11 PM, Debbie Jones <debbiejones80@yahoo.com> wrote:

Dear Ms. Brightharp,

I would like to submit a letter of interest to the Board of Trustees. I would like to be considered as a board member for the Health Advisory Committee, as a community representative.

Our family moved to Charleston County thirty-eight years ago, from Columbia, SC. I have been active in school issues since our three sons went through school here. I volunteered every year my sons were at Laing Middle, screening students with the school nurse for curvature of the spine, eye exams, and even for head lice. I volunteered countless hours in the nurse's office, sitting with sick students until their parents could get to the school to take them home. I've also been a PTA President, a homeroom mother, and volunteered in elementary and middle schools by helping in the office, heading up fund-raisers, and I sewed costumes and worked backstage during student middle school performances and enjoyed countless hours helping with our middle son's marching band performances.

For the past four years, I have volunteered with a group of others in the 9.12 Project to give a presentation on the Constitution during Constitution Week and beyond in schools in Charleston County.. Last year, we presented our program to over 3,000 students in our county schools. It is a joy to be with such inquisitive students.

In addition, I have attended many of the monthly school Board Meetings, and have talked with several Board members about different school issues. We have this in common-everyone wants the best education for our SC students!

I am retired, so have more time to devote to school issues and Health Advisory and training meetings. I would be happy to answer any questions, if it would help with the Board's consideration.

Thank you,
Debbie Jones
813 Ocean Blvd.
Isle of Palms, SC 29451
home # 843-886-3131

(14)

October 29, 2015

Ms. Sherron Brightharp
Charleston County School District
75 Calhoun Street
Charleston, SC 29401

Dear Ms. Brightharp:

Please accept my self-nomination to the District's Health Advisory Committee.

My category is Clergy.

I am ordained in the Presbyterian Church USA and am a member of Charleston-Atlantic Presbytery. I have served as campus minister in Charleston area colleges, denominational chaplain at Medical University Hospital, and as senior minister of Circular Congregational Church, UCC, (150 Meeting Street, Charleston) for 37 years, from 1973 to 2010. I retired from that position in 2010, then served churches in England for periods of 15 months and 6 months.

As pastor of Circular Church I was acquainted with issues relating to sexual health and values and with curricula for adolescents concerning reproductive health and respect for self and others. I am also the parent of three sons, all of whom graduated from CCSD schools.

I am also Emeritus Professor of Ethics, Medical University of South Carolina. I served for 30 years on the faculty of the College of Medicine, retiring in 2005 with the title of Associate Professor (Ethics) with tenure. In that capacity I organized and taught courses in clinical ethics, bioethics, and the medical humanities, mainly to medical students and residents but also in the colleges of nursing, dental medicine, pharmacy, and the health professions. I was the principal ethics consultant in the Medical University Hospital for approximately 15 years and organized the original Hospital Ethics Committee.

My role on the faculty also included working in clinical settings with Family Medicine and other residents (house staff) to teach behavioral sciences and clinical skills related to family counseling and patient care. My teaching in this area was generally in collaboration with physicians or clinical psychologists on the MUSC faculty. Based in the Department of Family Medicine, our approach encompassed family systems education.

My educational background (degrees only):
Davidson College, AB (1961)
Union Presbyterian Seminary, Richmond, BD (1965)
Yale Divinity School, STM (1966)
Princeton Theological Seminary, DMin (1996)

Thank you for bringing my name to the Board of Trustees.

Sincerely,

Albert H. Keller
11 Wentworth Street, Charleston, SC 29401

15

Elizabeth Moffly
1996 Ronlin Farm Road
Awendaw, SC 29429
emoffly@aol.com
843.296.6937

October 29, 2015

Dear Charleston County School Board of Trustees,

I am writing to express my interest to serve on the Health Advisory Committee as the community representative. My interest in this position has been on going since my service as a Trustee.

I was initially appointed to serve as the Ad Hoc chair to reorganize this committee in 2010. I understand the importance of proper health education that is delivered in our schools. I was instrumental in writing the previous bylaws for the HAC to ensure that the full intent of the SC Code of Laws where identified and adopted to assist the committee on making recommendations to the Board of Trustees.

I humbly ask to continue my service through this committee and to work together with all of you on the board.

Very truly yours,

Elizabeth Moffly

16

ELIZABETH MOFFLY

1996 Ronlin Farm Road, Awendaw, SC 29429 | C: 8432966937 | emoffly@aol.com

PROFESSIONAL SUMMARY

President of Moffly Construction and Real Estate with more than thirty-one years of experience planning, developing and implementing customer service.

CORE QUALIFICATIONS

- Results-oriented
- Client-focused
- Creative Problem Solver
- Contract Negotiations
- Business Development
- Customer Needs Assessment

EXPERIENCE

01/1991 to Current

President
Moffly Construction And Real Estate — Awendaw, SC
Counseled customers on market current status for residential and land markets. Generated lists of properties that were compatible with buyers' needs and financial resources. Created Realtor and buyer incentives and strategies with agents, builders and buyers. Organized and served on Realtor advisory board. Wrote contract documents, purchase agreements and closing statements. Verified that the legal formalities were completed prior to closing dates. Gathered, distributed and maintained all the materials for marketing plans. Negotiated contracts and coordinate with lenders, attorneys and inspectors.

EDUCATION

SC Realtor License
Real Estate School — Charleston, SC, USA

Liberal Arts
Queens College — Charleston, NC, USA

Liberal Arts
College of Charleston — Charleston, SC, USA

AFFILIATIONS

- Charleston Trident Association of Realtors
- Professional Contract Standards Committee
- Member Saint Andrews Episcopal Church
- Head of Youth Development Church Council
- Governor Appointed Guardian Ad Litem for child abuse
- PTA Membership Chair and Legislative Delegate
- Girl Scout Leader and Legislative Delegate
- Served on the SC State Department of Education School Choice
- Served on the SCDOE oversight for low performing schools.
- 2010-2014 Charleston County School Board
- Chaired the Policy Committee
- AD HOC Chair for the Heath Advisory Committee/HAC
- Wrote HAC Bylaws and Vetted Committee Members
- Served on CCSD Audit And Finance Committee

30 October 2015

Dear Charleston County School district Board of Trustees,

I am interested in serving on the Health Advisory Committee as a community Medical representative. I am a family physician and a mother of 4 school age children. All of my kids have attended CCSD elementary school (SIES), and one is currently in CCSD middle school (SOA). I was Medical Director of the Preoperative Clinic in the Anesthesia Department at MUSC from 1999-2011. For the last few years I have been working at the Harvest Free Medical Clinic in North Charleston, on the MUSC Diversity and Inclusion Education and Training working group and implementation team, on the MUSC National Coalition Building Institute leadership team, and as a medical educator with Girlology/Guyology (puberty and emerging sexuality education program for children and parents). I am interested in patient education, family systems, and community health. I consider our school system to be a vital avenue for laying a healthy foundation in all of these areas for each of our kids and future community leaders.

Thank you for considering me as a new and helpful member to the Health Advisory Committee. Please do not hesitate to call if you have any further questions or concerns.

Many thanks,

Tam Psenka, M.D.
Cell – 843-693-2216

17

Tamatha Psenka, M.D.

Curriculum Vitae (last updated 10/30/15)

1656 Thompson Avenue, Sullivan's Island, SC 29482
(843)693-2216
tampsenka@gmail.com

Education

Medical University of South Carolina Family Medicine Internship and Residency	Charleston, SC 1996-1999
Medical University of South Carolina Doctor of Medicine	Charleston, SC 1992-1996
Princeton University Bachelor of Arts, Politics	Princeton, NJ 1988-1992

Experience

Harvest Free Medical Clinic Volunteer physician	North Charleston, SC 2013 – present

This clinic has a mission to provide basic health care to those with no resources to pay, to advocate for the poor, to intercede for those who have no voice or no knowledge about entry into an appropriate health care system, to utilize cost effective approaches to health care and to address spiritual needs of patients. It supports the physician-as-servant model.

Medical University of South Carolina Medical Director of Preoperative Clinic Dept. of Anesthesiology and Perioperative Medicine Assistant professor	Charleston, SC 1999-2011

My clinical responsibilities included provision and oversight of coordination of care for 150 surgical patients/week, development and maintenance of clinic guidelines, and facilitation of an interprofessional team to improve clinical transparency and consistency across the institution. Teaching responsibilities included development of curriculum and supervision of anesthesia residents, nurse anesthetists, nurse practitioners, and medical students. I was involved on multiple quality assurance, steering, and efficiency committees in the hospital and university during this time.

National Coalition Building Institute — Charleston, SC
MUSC campus affiliate leadership team — 2011 – present

NCBI is an international non-profit leadership development network dedicated to the elimination of racism and other forms of oppression.It was brought to the MUSC campus in 2006. As part of the leadership team, I co-facilitate workshops in Welcoming Diversity and Handling Controversial Issues in all 6 colleges of MUSC and in open programs for students, faculty, and staff.

Girlology/Guyology — Charleston, SC
Medical educator in homes, schools, hospitals — 2013 – present

Girlology/Guyology is a locally developed and nationally recognized puberty and emerging sexuality program led by physicians. The program emphasizes medically-accurate facts and improved communication between child and parent. By engaging in awkward and difficult conversations early, family members learn healthy communication dynamics for life.

Licensure

Licensed in South Carolina	1996 – present
Board certified in Family Medicine	1999 – present
Advanced Cardiac Life Support	1999 – present

Professional Memberships

American Academy of Family Physicians
South Carolina Medical Association
Charleston County Medical Society
Medical University of South Carolina Alumni Association

Honors and Awards

Elected to Best Doctors in America	2005-2011
Select attendance of AAMC Early Career Women	2010
Selected member of MUSC Interprofessional Faculty Development Institute	2009

Publications

Gebregziabher M, Miller P, Psenka T, Rehman S, Zoller J, Blue A. Interprofessional Team Practices, Attitudes, and Educational Experiences of Medical Faculty. The eJournal of the South Carolina Medical Association. Vol 107 (2011 supplement): 11-16.

Guidelines for Preoperative Assessments performed in the Pre-op Clinic at MUSC. Written and updated by Tamatha M. Psenka, MD 2001-2011.

Psenka TM, Holden KR. Benign familial neonatal convulsions: psychosocial adjustment to the recurrent threat of seizures. Seizure 1996:5:243-245.

Community Involvement

MUSC Education and Training implementation team for 2020 strategic plan for Diversity and Inclusion	2014-2015
Board member for the Children's Garden School	2002-2007
President	2004-2006
PTA volunteer at Sullivan's Island Elementary School	2004-2015
Parent volunteer at CCSD School of the Arts	2010-2013, 2015-present
Parent volunteer at Porter-Gaud School	2011-present
Parent volunteer at Music Theatre Center	2013-present
Active member of Stella Maris Catholic Church	2000-present
Isle of Palms Recreation Department soccer coach	2005-2011
Adopt a Beach coordinator	2008-2013
Boy Scout co-den leader	2011

RECEIVED
OCT 3 0 2015
BY:----------

1905 Sandcroft Drive

Charleston, SC 29407

October 26, 2015

Ms. Sherron Brightharp

Charleston County School District

75 Calhoun Street

Charleston, SC 29401

Dear Ms. Brightharp,

I am interested in serving on the CCSD Health Advisory Committee as a **community representative.** I've attached my resume in this mailing.

I served as a biology and anatomy & physiology teacher for several years, and I have extensive experience teaching human reproductive anatomy, physiology, health, and pregnancy prevention. While in the classroom, I saw the lack of understanding as well as much misinformation about reproductive health in junior and senior students, so I know that there is a great need for early instruction by nonjudgmental teachers who are knowledgeable in teaching this content.

I also served on the state textbook selection committee for a new anatomy & physiology textbook for all levels of high school instruction, so I am familiar with the evaluation and selection of curriculum materials.

Currently I am a school librarian in Berkeley County where a good bit of my time is spent in the evaluation, selection, and promotion of appropriate materials for the school library to meet the needs of students and teachers alike.

This committee has important work to do in the selection of curriculum materials that are scientifically accurate and age-appropriate. Classroom teachers will need to be guided in their implementation of these materials, and my broad experience in staff development in my school, district, and in the state will be helpful to the committee's goals.

Thank you for your consideration,

Kellyanne Burbage

Kellyanne Burbage

(18)

KELLYANNE DREWS BURBAGE
1905 Sandcroft Drive
Charleston, SC 29407
843-640-7502 kellyanneburbage@yahoo.com

WORK EXPERIENCE

2007 – Present

SANGAREE INTERMEDIATE SCHOOL, Summerville, SC
School Library Media Specialist
Manage a media center for a 3rd – 5th grade school (650 students). The collection improved from below basic to exemplary status over a 5-year period. Open library visits increased over 60% in that same time period with the introduction of well-reviewed and standards-based titles, online activities, reading diner booths, hot chocolate service in December, book clubs, monthly reading contests, weekly library club, after-school parent-child events, and visits by Calhoun and Lucy, library dogs. A live digital news broadcast is presented daily with a 5th grade news team. Teacher of the Year 2009. Lead a committee to create and implement a school-wide reading incentive to replace a computer-based program. Direct a yearlong school-wide charity drive. Serve on the school leadership team, school improvement council, and as related arts department chair. Plan and manage 2 successful book fairs each year. Manage a library budget, a library assistant, and numerous student and parent volunteers.

1999 – 2007
(2007 part time)

WEST ASHLEY HIGH SCHOOL, Charleston, SC
Science Teacher, Biology and Anatomy & Physiology
Plan and implement instruction for 10th grade biology students and 11th and 12th grade anatomy & physiology students in all levels. Create and follow lesson plans that include a coherent biology curriculum and common assessments. Introduce and create instruction for A&P students in lecture and laboratory settings. Teach a college-level dual-credit A&P course according to Trident Technical College's requirements. Serve as science department co-chair (2006) and faculty vice-president (2002 – 2005). Serve on the state textbook selection committee for anatomy –physiology texts. Host a student teacher (2006) and numerous practicum students. Active participant in the Lowcountry Science GK12 program affiliated with the College of Charleston and MUSC (2003 – 2005). Presented at the 2004 National Science Teachers Association Annual Convention (Atlanta, GA).

January 2007 - March 2007 (part time)

WEST ASHLEY HIGH SCHOOL, Charleston, SC
Substitute School Library Media Specialist
Perform duties related to managing a superior library media program, including assisting students with information seeking, collaborating with teachers on information skills instruction, promoting pleasure reading, and managing the collection.

1994 – 1999
(Fall 1993)
(Summer 1990)

TRIDENT TECHNICAL COLLEGE, Charleston, SC
Instructor, Department of Biological Sciences
Responsible for instruction of college transfer courses and corresponding laboratory courses in introductory biology, anatomy and physiology. Plan and implement coursework, teach, evaluate, and test students in the sciences according to Trident Technical College standards and guidelines. Provide tutoring services to students. Work with adult student population to develop study and learning models appropriate for that age group. Challenge students to excel in the sciences.

1994 **IHANJA TECHNICAL SECONDARY SCHOOL, Singida, Tanzania, East Africa**
Volunteer Instructor, Biology
Plan and implement instruction for high school biology students as an unpaid teacher through the Evangelical Lutheran Church in Tanzania. Provide community outreach to a third world country through education.

1991 – 1993 **GARRETT HIGH SCHOOL, Charleston, SC**
Biology Teacher
Plan and implement instruction for general, college preparatory and honors high school biology classes and laboratories. Create and follow lesson plans. Promote and practice cooperative learning techniques. Test and evaluate student performance. Serve as reader for the academic bowl team. Ensure classroom is a model for science instruction and student performance. Recognized by administration for superior ability in classroom management.

1992 – 1993 **JOHNSON AND WALES UNIVERSITY, Charleston, SC**
Academic Instructor, Life Sciences
Plan and implement instruction of introductory life science to culinary arts students.

1990 – 1991 **FLORENCE CRITTENTON HOME, Charleston, SC**
Science and Math Teacher
Teach all levels of science and math to pregnant teenagers in the 6th through 12th grade. Participate with treatment team to provide multiple outreach services to pregnant teenagers.

1979 – 1983 **MARINE BIOMEDICAL RESEARCH CENTER, Charleston, SC**
Research Laboratory Technician
Perform laboratory research tasks in the areas of histology, microbiology, and electron microscopy.

EDUCATION

Masters of Library and Information Science, December 2007, The University of South Carolina

Masters of Art in Teaching (Biology), May, 1990, The Citadel, Charleston, SC

Bachelor of Science, Plant Sciences (Agriculture), December 1977, Clemson University, Clemson, SC

PROFESSIONAL ORGANIZATIONS

Beta Phi Mu (International Library Science Honor Society)
South Carolina Association of School Librarians
Berkeley County Association of School Librarians (President, 2014 – 2015)

April L. Borkman
5244 East Dolphin St.
North Charleston, SC 29405
843-670-7722
April895@gmail.com

October 30, 2015

Ms. Sherron Brightharp
Health Advisory Committee Administrator
Charleston County School District
75 Calhoun St.
Charleston, SC 29401

Dear Ms. Brightharp :

Please accept my resume for the Charleston County Health Advisory Committee Community Member vacancy. I am a Lowcountry native (born in Charleston, raised in Beaufort, SC), graduated from the College of Charleston and the Citadel, and I have lived here for the better part of 20 years. In addition, I am currently the Program Coordinator for the EMPOWERR Program at the National Crime Victims Center at MUSC. Furthermore, I have worked in the field of adolescent risk reduction for 10 years. I have a deep passion for ensuring that our youth grow into being healthy and productive citizens in our community, and I believe that starts with education, specifically age appropriate, medically accurate, health education.

I would very much like the opportunity to continue to give back to my community by serving on this board. I look forward to hearing from you soon. If you have any questions, please do not hesitate to email me or call.

Thank you for taking the time to review my resume. I look forward to talking with you.

Sincerely,

April L. Borkman, M.A.
Enclosure (1)

19

April L. Borkman

(843) 417-1280 5244 East Dolphin St. North Charleston, SC 29405

Objective: To fill the Community Member vacancy on the Charleston County Health Advisory Committee utilizing my experience managing and coordinating projects related to adolescent risk behavior.

Focus:
- Health education
- Quality improvement
- Community engagement

Skills:
- Information gathering
- Critical and strategic thinking
- Achieving goals

Characteristics:
- Detail oriented
- Outgoing
- Driven
- Accomplished
- Compassionate

Education

M.A. Psychology, The Citadel, Charleston, SC 2006
B.S. Psychology, College of Charleston, Charleston, SC, *Cum Laude* 2000

Current Position — 2008 - Present

EMPOWERR Program Coordinator, National Crime Victims Research and Treatment Center, MUSC, Charleston, SC
Coordinates and manages multiple grants including a five year SAMHSA funded Capacity Building Initiative grant which provides HIV education and prevention to Charleston's minority teens and their families as well as the community at large. Responsibilities include:

Program-specific tasks
- Recruiting participants & community outreach
- Completing & submitting progress reports
- Developing protocols & standard operating procedures
- Coordinating project design & implementation
- Overseeing data collection & setting up databases
- Organizing Community Partner Advisory Board
- Media communication & public relations
- Youth & family advocacy
- Health education & case management

Compliance tasks
- Submitting & recording compliance documentation to the IRB and overseeing agencies
- Compiling and maintaining research files, grant files, and related records

Budgetary duties
- Creating and revising research budgets
- Monitoring grant budgets to ensure expenditures are consistent with grant provisions
- Procuring necessary supplies

Other responsibilities
- Managing personnel (hiring, training, supervising)
- Preparing grant extension requests
- Submitting new grant applications
- Creating and instituting sustainability plan
- Preparing and presenting reports; assisting with manuscript, Power Point presentations, and grant preparation
- Developing and managing website content

Previous Work Experience

- Adolescent Pregnancy Prevention Coordinator, Child Abuse Prevention Association, Beaufort, SC 2006-2008
- Psychology Adjunct Faculty, Technical College of the Lowcountry, Charleston, SC 2007-2008
  Classes Taught:
  - Developmental Psychology and General Psychology
- Clinical Counselor/ Consultant, Alternatives Life Improvement Center, North Charleston, SC 2006
- Counseling Intern, Carolina Youth Development Center, North Charleston, SC 2005
- Youth Activities Coordinator, It's Up To Me! Program, The Citadel, Charleston SC 2005
- Research & Statistical Analyst, Clinical Neuroscience Division, Dept. of Psychiatry, MUSC, Charleston, SC 2004-2005

Accolades and Service

• DHEC SHAPE Member	2015-Present
• Charleston County Teen Pregnancy Prevention Council, Officer	2010-Present
• DHEC I&E Committee Member	2013-Present
• People Against Rape Victim Advocate	2012-2012
• South Carolina STD/HIV Outstanding Partner Award	2012-2013
• Invaluable Contributions to Diversity Appreciation Award, College of Charleston	2012
• South Carolina Contraceptive Access Campaign Seed Grant funding recipient	2011-2012
• Clinical Counseling Peer Mentor, The Citadel	2004-2006
Psi Chi National Honors Society for Psychology, Member	1999-2006
• Phi Sigma Pi National Honors Fraternity, Member	1997-2000

Scientific Contributions

Borkman, A., Ashe, N., Harris, T., (2015, June) *Thank You For Being A Friend:* Building a successful partnership with your local DJJ. Presentation at the SC Campaign to Prevent Teen Pregnancy Summer Institute Conference, Columbia, SC.

Fortune, N., Davidson, T. M., Borkman, A. L., Thornley, N., **McCauley, J.**, Danielson, C. K. (2014, November). *New Media Approaches in Preventative Health Education Among Minority Youth.* Poster presented at the Technology & Behavior Special Interest Group at the 48th annual meeting of the Association for Behavior and Cognitive Therapies, Philadelphia, PA.

Danielson, C.K., **McCauley, J.L.**, Gros, K.S., Jones, A.M., Barr, S., Borkman, A.B., Bryant, B.G., Ruggiero, K.J. (in press). SIHLE*Web*.com: Development and usability testing of an evidence-based HIV/STI prevention website for female African-American adolescents. *Health Informatics Journal.*

Soltis, K., Davidson, T. M., Moreland, A., Resnick, H., Acierno, R., Gist, R., Best, C. L., **Borkman, A.**, & Ruggiero, K. J. (2014, November). *Development and preliminary evaluation of a suicide prevention mobile resource for firefighters.* Poster presented at the Technology and Behavior Special Interest Group poster session; 48th annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Fortune, N., Davidson, T. M., **Borkman, A. L.**, Thornley, N., McCauley, J., Danielson, C. K. (2014, November). *New Media Approaches in Preventative Health Education Among Minority Youth.* Poster accepted for the Technology & Behavior Special Interest Group at the 48th annual meeting of the Association for Behavior and Cognitive Therapies, Philadelphia, PA.

Tatiana M. Davidson, Cristina M. Lopez, Raelle Saulson, **April L. Borkman**,
Kathryn Soltis, Kenneth J. Ruggiero, Michael de Arellano, Gina M. Wingood, Ralph J. DiClemente
& Carla Kmett Danielson (2014): Development and preliminary evaluation of a behavioural HIVprevention programme for teenage girls of Latino descent in the USA, Culture, Health & Sexuality:
An International Journal for Research, Intervention and Care, DOI: 10.1080/13691058.2014.891049

Carla Kmett Danielson, Jenna L. McCauley, Andrea M. Jones, **April L. Borkman**, Stephanie Miller, and Kenneth J. Ruggiero (2013). Feasibility of Delivering Evidence-Based HIV/STI Prevention Programming to a Community Sample of African American Teen Girls Via the Internet. AIDS Education and Prevention: Vol. 25, No. 5, pp. 394-404.

Saulson, R., Lopez, C.M., Davidson, T.M., **Borkman, A.L.**, & Danielson, C.K. (2012, November). Development of a behavioral HIV **prevention** program for Latina adolescents. Poster presented for the 46th annual conference of the Association for Behavioral and Cognitive Therapies, Washington D.C.

Danielson, C. K. McCauley, J., **Borkman, A.L.**, Goldsmith, B., Miller, S., & Ruggiero, K.J.. (Nov., 2011). Translating Evidence-Based, Behaviorally-Focused HIV Prevention For the Web-Based Delivery: SIHLE Web for female African American Teens for Symposium, "Dissemination Efforts in Behaviorally-Focused HIV Prevention Among High Risk Youth: From Bench to Desktop to Africa and Beyond" (Chair: Danielson, C. K.; Discussant: Marsch, L). Annual meeting of the Association for Behavior and Cognitive Therapies, Toronto, Canada.

Borkman, A.L., Barr, S.C., Lopez, T. (2012, June). *Having Maximum Impact.* Two part seminar presented at the SC Campaign to Prevent Teen Pregnancy's Summer Institute. Charleston, SC

(Borkman), Orvin, A.L. (Spring, 2006). *Accessing Reproductive Health Care in Adolescence.* Lecture presented at the SC Psychological Association Conference, Greenville, SC

Additional Training

- Trained in evidence based HIV programs for teens including Roots and Wings, Making Proud Choices, Making A Difference, SIHLE, and Safer Choices
- University of Miami Collaborative Institutional Training Initiative (CITI)
- Core Clinical Research Training (CCRT) at MUSC
- Skillful in Literature review & synthesis
- Knowledgeable in the American Counseling Association and American Psychological Association codes of ethics

From: **Dennis Bailey** <BaileyD@htfcu.org>
Date: Fri, Oct 30, 2015 at 12:50 PM
Subject: Health Advisory Committee: Family Life and/or Pregnancy Prevention
To: "sherron_brightharp@charleston.k12.sc.us"
<sherron_brightharp@charleston.k12.sc.us>

Please regard this email as my intent to volunteer for service on the committee. My background includes:

Personal

Husband for 35 years

Father of a 29 year old son and C of C graduate employed as the Roper Hospital Foundation Grants Administrator

Father of a 28 year old son and C of C graduate employed as the Director of Tennis at I'On Club

Father of a 14 year old daughter who is a freshman at Wando High School

Education

Master of Arts Degree in Health Education and Physical Education, Appalachian State University

Certificate in Financial Planning, C of C Graduate College

Experience

Former college health education teacher and tennis coach

Former health education and exercise adviser of the cardiac rehabilitation program at Thomasville General Hospital for Wake Forest University

Former Allstate Insurance Agency Owner and Allstate Financial Services Investment Representative

Former Reserve Officer, US Army

Currently a financial advisor for Heritage Trust Federal Credit Union and on the fitness staff at MUSC Wellness Center

If additional information is necessary please let me know.

Respectfully Submitted,

Dennis R. Bailey
356D Spoonbill Lane
Mount Pleasant, SC 29464
843-834-2073

Notice: The information transmitted is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination or other use of, or taking of any action in reliance upon, this information by persons or entities other than the intended recipient is prohibited. If you received this in error, please contact the sender and delete the material from any computer.

To report this email as SPAM, please forward it to spam@websense.com

To: Sherron Brightharp

Charleston County School District
75 Calhoun St.
Charleston, SC 29401

Dear Ms Brightharp:

Thank you so much for serving the youth of the Charleston area. They truly need our leadership in preparing them for the future.

I am writing you to request consideration as a clergy member on the Health Advisory Committee. I noticed that I missed the official application date, so I am asking for a little bit of grace. I would ask your committee to consider that I did send emails of intent to all of the board members a few weeks ago and also to consider that you might be able to squeeze consideration of me in because you were not able to process your decisions due to the fact that a student body president did not apply.

Just in case you can consider me, here is a brief bio and resume:

I have two daughters currently in the public school system at West Ashley Advanced Study Magnet and one in college at Charleston Southern University. As part of my clergy activities, I pick up youth from the housing projects of Charleston 2-3 times per week for mentoring with a group of adults I have recruited and trained. I am a volunteer with the district 20 constituent board as well and have taken an interest in many topics pertaining to school such that I have spoken to the state school board 4 times in the last 2 years and 2 times at the Charleston board.

RESUME:

EDUCATION:

Owego Free Academy, Owego NY, 1979- 1983- High School Diploma

State University of New York at Albany 1983- 1987

Graduated with a BS in biology and a minor in chemistry.

Magna Cum Laude GPA 3.91

State University of New York Health Science Center (medical school) 1987- 1988

Did not finish medical school

PO Box 21090•Charleston, SC 29413•Phone: 843.568.8962•E-mail: gordon.cashwell@gmail.com

Columbia International University- 1988- 1992

Received Master of Divinity. GPA 3.7?

WORK HISTORY-

1992- 1993- Site manager for Commercial Construction Company Grandworks

1993- 1997- Church Planting- Planted Capital City Church in Columbia, SC

1997- Present

Started Hope Assembly of God on King St in downtown Charleston

Developed Without Walls Ministry- Another non- profit which is a collaboration of churches, businesses and community organizations which facilitate adoption of neighborhoods and meeting of physical and spiritual needs.

Developed Man- City- A one- year residential program of men with life-controlling problems.

Developed a team to mentor children and a Boy Scout troop.

References:

Steve Brown- My former pastor and District Superintendent (Bishop)

Email: Stevebrownirmo@gmail.com

Roger O'Sullivan- Director of Greater Charleston Parents involved in Education. Member of the Board of Trustees of Moultrie Constituent District 2.

Email: Rogeros@netzero.net, Phone: 704- 547- 4011

Sincerely,

Gordon Cashwell

Director of Without Walls Ministry

Charleston County SCHOOL DISTRICT
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BOARD AGENDA ACTION FORM
(December 14, 2015)

Section:	Policy and Personnel Committee	
Subject:	Revision of Policy IG - Curriculum Development, Adoption and Review	
Name/Department:	John Emerson/General Counsel Sandy Brossard/Curriculum and Instruction	
Agenda Item Number:		
Background:	Components of Act 284 (Read to Succeed) created a need to review policies, specifically those related to literacy and retention.	
Discussion:	The State Plan that provides guidance for the development and implementation of district Read to Succeed Plans is still in draft, as is the template for district Read to Succeed Plans. With this in mind, as well as the need for further guidance from the state about expectations related to the Profile of the South Carolina Graduate and district establishment of readiness milestones for college, career and citizenship, Policy IG has been rewritten to reflect a broader perspective about curriculum development, adoption and review. Additionally, it takes into account the role of curriculum development, adoption and review in the determination of appropriate interventions to support but not be limited to literacy, currently addressed in Policy IHAAA. Promotion guidelines currently addressed in Policy IKE are embedded in revisions to Policy IG. Including promotion guidelines in Policy IG is logical because decisions about promotion/retention should be rooted in a discussion about demonstrating competence around curriculum standards.	
Goals& Budget:		
This recommendation supports CCSD goal #:	Priority Goal #2: World Class Literacy Priority Goal #5: Increase College and Career Readiness Priority Goal #7: Developmental Continua	
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of $:		**Funding Source** (GOF, IDEA, Title I, Capital, etc.)
Resulting positive impact for students in our District will be:	Increased college- and career readiness.	
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 first reading of Policy IG as revised and rescind Policies IHAAA and IKE.

8.3B

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

CURRICULUM DEVELOPMENT, ADOPTION AND REVIEW

Code **IG** *Draft* **12/15**

Sponsor: Sandy Brossard

Purpose: To establish the basic structure for the development, adoption and review of curriculum in order to maintain the board's vision for instruction concurrent with the mission of ~~Charleston County School District~~ the district and accountability to the community it serves.

~~The superintendent may not permit an overall educational program that does not comply with federal and state law or is not calculated to assess and educate each student to proficiency in English language arts, reading, mathematics, social studies, science and critical thinking or which fails to do the following.~~

- ~~Challenge gifted and talented students and accelerated students by providing rigorous curriculum offerings including honors courses beginning at the middle school level and honors, IB and advanced placement courses at the high school level.~~
- ~~Provide services and programs for at-risk and disadvantaged students.~~
- ~~Provide an early childhood development program calculated to eliminate readiness deficiencies among students younger than school age.~~
- ~~Provide childcare and extended day programs sufficient to comply with state and federal law and calculated to contribute to academic and social success of students.~~
- ~~Provide a fee-based summer program calculated to respond to student interest and to provide summer programs to remediate students who need the assistance.~~
- ~~Provide physical education for each student through grade eight subject to waivers, where appropriate, for medical or religious reasons.~~
- ~~Provide arts and music education through sixth grade and offer it as an elective in grades seven through twelve.~~
- ~~Provide foreign language education sufficient to enable students to meet college entrance requirements or otherwise gain proficiency in one or more foreign languages.~~
- ~~Provide for literacy and practical skills in using technology.~~
- ~~Provide cross-disciplinary experiences for environmental education which allows individuals and communities to acquire the knowledge, values, attitudes and practical skills to participate in a responsible and effective way in anticipating and solving environmental problems and in managing environmental quality and to understand the ecological interdependence of the modern world.~~
- ~~Teach character education regarding personal integrity and honesty; respect for the rights of all persons regardless of race, religion, sex, age, physical condition or mental state; a sense of justice and fair play; trustworthiness; patriotism; citizenship, including an understanding of the rights and obligations of a citizen in a democratic society; understanding, sympathy, concern and compassion for others; discipline and pride in one's work; respect for property, including public property; and respect for authority.~~

- ~~Provide comprehensive health education for all grades which complies with state and federal law; promotes skills, practices and attitudes for wellness, health maintenance and disease prevention; provides reproductive health education using materials approved by the board appointed health advisory committee including pregnancy prevention education and family life education; or which fails to provide a method by which principals notify parents/legal guardians of students of the content of the instructional materials concerning reproductive health, disease transmission (including HIV/AIDS) and pregnancy prevention; and provides an opportunity for parents/legal guardians to exempt their child from this instruction~~

- ~~Teach about the effect of drugs, alcohol and tobacco, including an awareness of the consequences (for the individual and the community) of the use and abuse of alcoholic drinks and drugs.~~

- ~~Provide for home schooling as required by state law, with the right of appeal to the state board of education should the board decline to approve the home schooling.~~

- ~~Provide an adult education program which is financially self-sufficient and calculated to effectively advance adults to high school equivalence and responds to other community needs as assessed by the superintendent for job training, employment skills and continuing education.~~

- ~~Comply with state law in providing career education or imparting job skills.~~

~~See administrative regulations for additional implementation information.~~

The goal of the Charleston County School District is for each student to progress in a continuous growth pattern of academic achievement in harmony with chronological, intellectual, social and emotional development. With this goal in mind, the district will develop and implement an appropriate curriculum that is supported by research and evidence-based interventions, including but not limited to additional literacy supports, for all children for whom interventions are needed. Promotion standards that support continuous growth and are consistent with state law shall be communicated in writing at the beginning of each year to parents/legal guardians and followed. Promotion standards and developed and/or adopted curricula should reaffirm the Board's commitment to academic excellence for all students.

The administration, with the assistance of appropriate staff, will design and implement a curriculum to carry out the instructional goals of the district based on the South Carolina Curriculum Standards. The curriculum will include a basic program that provides for intellectual growth and that supports the Profile of the South Carolina Graduate.

Curriculum development and the implementation of change are intricate processes. They require close cooperation of instructional personnel and other people involved as well as continuous research, experimentation and critical analysis. Generally speaking, curriculum development concerns itself with what is to be taught – its scope and sequence. Instruction is involved with how, where, when and by whom curriculum is implemented. The Board desires to continuously provide a dynamic instructional program. Such a program may require constant change in the curriculum and courses of study.

The official process for accomplishing curriculum development requires the involvement of professional staff members who use the curriculum and are responsible for implementation. The process also requires the input of concerned parents and students at appropriate points. When adding a new course, State Department of Education guidelines will be followed.

Adopted 3/26/01; Revised 9/12/05

Legal references:

A. Federal statutes:

1. Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d; and Title IX of the Educational Amendments of 1972, 20 U.S.C. Section 1681, et seq.
2. The Individuals with Disabilities Education Improvement Act of 2004.
3. 20 U.S.C.A., Sections 1412-1420 - Individuals with Disabilities Education Act.
4. Public Law 107-110 - No Child Left Behind, revised Elementary and Secondary Education Act (ESEA) of 2001, Title 1, Part A, Subpart 1, Section 1119 - Qualifications for teachers and paraprofessionals.

B. S.C. Code, 1976, as amended:
1. Section 59-5-60 - State Board of Education to adopt minimum standard of education.
2. Section 59-5-65 - High schools to offer a college preparatory program.
3. Section 59-29-10 - Boards required to insure that subjects required by law and State Board regulation are taught.
4. Section 59-28-180 - Emphasis on higher order problem solving skills.
5. Section 59-39-170- High schools to emphasize teaching as a career opportunity.
6. Section 59-63-40 - Discrimination on account of race, creed, color or national origin prohibited.
7. Section 59-29-120 - Instruction required; attendance at Veteran activities.
8. Section 59-29-55 - Instruction on Black history.
9. Section 59-26-165 - Instruction in area of personal finance.
10. Section 59-29-100 - Supervision of administration of physical education program.
11. Section 59-17-135 - Character education policy; respectful behavior encouraged.
12. Sections 59-20-20, 59-20-30, 59-20-40 - Instruction required regarding the effects of alcohol and narcotics.
13. Section 59-32-10 et seq. - Comprehensive Health Education Act.
14. Section 59-52-10, et. seq, School-to-Work Transition Act of 1994.
15. Section 59-19-340 - Allows local boards of trustees to provide programs for children reaching age four on or before September 1 and programs for three- and four-year-olds.
16. Section 59-67-425 - Three, four or five year-old children attending public school sponsored programs of child development can ride state-owned buses to the extent that funds are made available by the General Assembly or as long as transportation services may be provided at no additional cost to the state.
17. Section 59-5-65 (8) - School districts may contract with appropriate groups and agencies to provide part or all of the programs.
18. Section 59-139-05, et seq. - Early Childhood Development and Academic Assistance Act of 1993.
19. Section 59-36-10 - Preschool Programs for Children with Disabilities.
20. Section 59-18-500 - Academic plans for students.
21. Section 59-29-190 - Advanced placement courses for academically talented students.
22. Section 59-19-90(11) - General powers and duties of trustees.
23. Section 59-19-125 - Leasing school property for particular purposes.
24. Section 59-43-10, et seq. - Adult education.
25. Section 59-30-10(f) - Duties of state board of education concerning state basic skills assessment program.

C. State Board of Education Regulations:
1. R-43-231 through 239 - Elements of the basic program to be offered.
2. R-43-231.2 - College preparatory programs.
3. R 43-225 - School-to-Work Transition Act.
4. R-43-264.1 - Half-day child development programs for four-year-olds.
5. R-43-243.1 - Criteria for entry into programs of special education for students with disabilities.
6. R-43-240 - Summer programs.
7. R-43-237.1 - Adult education program.

LITERACY REQUIREMENTS AND INTERVENTION POLICY

Code **IHAAA** *Issued* **1/10**

Sponsor: Sandy Brossard – RESCIND POLICY

Purpose: To establish literacy as the highest educational priority of the Charleston county school District, require individualized intervention for students reading below grade level and establish conditions for promotion.

The requirements of this policy apply to every student except those few students whose permanent record reflects a properly identified and specifically diagnosed developmental or cognitive impairment that prevents that student from being able to read as required by this policy.

The superintendent shall develop and implement a districtwide literacy intervention model for the purposes of identifying and addressing deficiencies.

Each year the superintendent shall do the following.

- Report to the board at the conclusion of each school year the number and percentage of students reading below grade level in grades three through eight.
- Certify to the board that "Response to Intervention," an evidence-based best practice, was implemented for all students reading below grade level. The superintendent may not promote a student that is reading below grade if the student is eligible for, but does not participate in, an intervention pathway. No student who is reading below grade level shall be promoted without notification to the parent/legal guardian.
- Identify the staffing, professional development, program supports and employee accountability needed to remediate and/or accelerate students' literacy skills.
- Report the number of 10th, 11th and 12th grade students who have not passed the state exit exam in July of each year.

The superintendent shall create regulations describing the literacy intervention model and guidelines for promotion.

Adopted 1/25/10

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS (GRADES K - 8)

Code **IKE** *Issued* **6/09**

Sponsor: Sandy Brossard – RESCIND POLICY
Purpose: To establish the basic structure for the promotion, retention and acceleration of students.

The Charleston County School District, pursuant to the provisions of Section 59-18-500, SC Code of Laws, 1976, as amended, hereby issues the following general guidelines governing promotion/retention of students.

- to reaffirm the board's commitment to academic excellence for all students
- to continue to encourage academic achievement by all students
- to set forth the standards students must meet in order to maintain academic excellence and to be considered for promotion from one grade level to the next

The goal of the Charleston County School District is for each student to progress in a continuous growth pattern of academic achievement in harmony with chronological, intellectual, social and emotional development.

The superintendent is to structure the educational program for all students to meet promotion standards for their expected grade level each year, including the expectations defined by the curriculum standards adopted by the South Carolina State Board of Education in the core discipline areas in order to graduate on time from grade 12. Promotion standards shall be communicated in writing at the beginning of each school year to parents/legal guardians.

The superintendent shall require principals and teachers to notify parents/legal guardians as soon as a teacher reasonably is aware that a student is not succeeding academically and interventions shall be planned to be as effective as reasonably possible to enable each student to succeed. Promotion decisions shall utilize multiple measures of student performance, including class performance, teacher observations and standardized test results.

Adopted 4/13/87; Revised 11/8/99, 2/18/00, 9/5/00, 9/9/02, 10/14/02, 8/25/03, 12/13/04, 9/12/05, 6/22/09

Legal references:

A. S.C. Code of Laws, 1976 as amended:
   1. Section 59-18-1310 - Reports consolidated; submission dates.

B. State Board of Education Regulations:
   1. R43-240 - Summer programs.
   2. R43-262 - Assessment program.

Charleston County SCHOOL DISTRICT
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BOARD AGENDA ACTION FORM (December 7, 2015)			
Section:	Policy and Personnel Committee		
Subject:	Survey of Board Development Areas of Interest		
Name/Department:	Dr. Gerrita Postlewait, Superintendent's Office		
Agenda Item Number:	VIII		
Background:	Board development is an important aspect of effective governance.		
Discussion:	Attached is a list of possible topics for Board Development. Board members will be asked to complete a survey to determine priorities for Spring Semester, 2016.		
Goals & Budget:			
This recommendation supports CCSD goal #:	Second Quarter Deliverables Goal #1: Refine Governance Processes		
Overall budget for implementing CCSD goal:			
Request approval for funds within that budget in the amount of $:	None at this time	**Funding Source**	
Resulting positive impact for students in our District will be:	Improved Board/Superintendent Leadership		
Potential impact of this decision on other budget areas will be:	None, *per se.* If training relates to effective budgeting practices, this goal could potentially positively impact budget processes, communication, and timeline.		
Future Fiscal Impact:	Little, if any.		
Recommendation:	☒ **Action**	☐ **Information**	
	☒ **Open Session**	☐ **Executive Session**	
It is hereby recommended that the Policy and Personnel Committee approve the attached survey to be distributed to the Board on or before December 14, 2015.			
Person(s) Responsible for Implementation:	Gerrita Postlewait District Leadership Team		
Superintendent's Approval:	Gerrita Postlewait		
Board Member(s) Approval:			
Attachment(s):	☒ **Yes**	☐ **No**	

Vote on Top Five Priorities by Numbering One through Five with One as the Highest Priority.

PRIORITIZING TOPICS FOR SCHOOL BOARD MEMBER DEVELOPMENT

Advocacy

_____ Leading Transformative System Change

_____ Immigration and Education: What Schools Need to Know About the Laws Regarding New Citizens, Non-Citizens, and English Language Learners

_____ Empowering School Boards to Lead the Public Education Conversation

Governance and Executive Leadership

_____ Building Strong Governance Policies, System, and Team

_____ Issues of Diversity

_____ School Finance

Innovations in District Management

_____ Critical Conversations for Strategic Community Engagement

_____ Managing School Bonds and Construction Programs

School Board/Superintendent Partnerships

_____ Board-Superintendent Relations and Team-Building

_____ Local Accountability Systems – Model of Continuous Growth toward Gap Closing

Technology & Learning Solutions

_____ Connecting and Engaging Students, Parents and Community Members Anytime, Anywhere (Personalized Learning)

_____ Teaching Forward – Effective Technology Integration in Schools

Other

_____ _____

_____ _____

_____ _____

PRIORITIZING TOPICS FOR SCHOOL BOARD MEMBER DEVELOPMENT

Advocacy

_____ Leading Transformative System Change

_____ Immigration and Education: What Schools Need to Know About the Laws Regarding New Citizens, Non-Citizens, and English Language Learners

_____ Empowering School Boards to Lead the Public Education Conversation

Governance and Executive Leadership

_____ Building Strong Governance Policies, System, and Team

_____ Issues of Diversity

_____ School Finance

Innovations in District Management

_____ Critical Conversations for Strategic Community Engagement

_____ Managing School Bonds and Construction Programs

School Board/Superintendent Partnerships

_____ Board-Superintendent Relations and Team-Building

_____ Local Accountability Systems – Model of Continuous Growth toward Gap Closing

Technology & Learning Solutions

_____ Connecting and Engaging Students, Parents and Community Members Anytime, Anywhere (Personalized Learning)

_____ Teaching Forward – Effective Technology Integration in Schools

Other

_____ _____

_____ _____

_____ _____

Vote on Top Five Priorities by Numbering One through Five with One as the Highest Priority.

Charleston County SCHOOL DISTRICT
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BOARD AGENDA ACTION FORM
(December 14, 2015)

Section:	Open Session - Action	
Subject:	FY 2015 Financial Audit	
Name/Department:	Glenn Stiegman/Interim Chief Financial Officer	
Agenda Item Number:		
Background:	State law requires that an annual financial audit be conducted for all school districts and charter schools and submitted on or before December 1st of each year. We solicited for and selected an audit firm to meet this requirement. The auditors, Greene Finney & Horton conducted the audit in compliance with the State requirements and have issued their report.	
Discussion:	The audit was conducted in accordance with generally accepted accounting standards. The Financial Statements are presented in accordance with generally accepted accounting principles (GAAP). The report includes the auditor's opinion on whether the financial statements are fairly presented and all required supplementary information.	
Goals & Budget:		
This recommendation supports CCSD goal #:		
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of $:		**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:	N/A	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that the Board of Trustees accept the Financial Audit as presented.

Person(s) Responsible for Implementation:	Glenn Stiegman

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

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Charleston County SCHOOL DISTRICT excellence is our standard

BOARD AGENDA ACTION FORM
December 7, 2015

Section:	Audit and Finance	
Subject:	946 Whipple Road Early Lease Termination	
Name/Department:	Sean C. Hughes / Operational Planning	
Agenda Item Number:		
Background:	By agreement with the Unity Baptist Church, the School District is leasing the premises located at 946 Whipple Road (TMS # 558-00-00-176) in Mount Pleasant, SC to the Unity Baptist Church Day Care. The initial agreement term was for October 1, 2009 to June 30, 2014 and was executed by the Superintendent on January 19, 2010. A lease modification was executed on May 16, 2013 which extended the lease term to end on June 30, 2019. The lease and modification allows for CCSD to terminate the lease with notice for construction on the Wando South parcel directly adjacent to the leased property. During the 1000-year flood event in October 2015, the premises was flooded and damaged to the extent of making the building unsuitable to ongoing day care activities. CCSD had the opportunity to repair the building; however demolition and construction activities are slated to begin in early Spring 2016. If repaired, the 946 Whipple Road building would likely be torn down two (2) months later due to these activities.	
Discussion:	Per the terms of the lease, the District has elected to terminate the lease following a Casualty. Due to the circumstances, Unity Baptist Church has requested CCSD forgive the rent for the three (3) months following the Casualty since they were unable to continue operations due to the damaged facility that CCSD elected not to repair. Unity Baptist Day Care has vacated the property and has currently paid rent through the end of October 2015, so no money would be exchanged if rent is forgiven. CCSD would not collect rent for this property during November 2015 through January 2016.	
Goals & Budget:		
This recommendation supports CCSD goal #:	N/A	
Overall budget for implementing CCSD goal:	None	
Request approval for funds within that budget in the amount of $:	Loss of three (3) months of rent at $3,577.50 per month for a total of $10,732.50.	**Funding Source** Revenue
Resulting positive impact for students in our District	N/A	

will be:		
Potential impact of this decision on other budget areas will be:	Allows CCSD not to restore a building only to have to tear it down in several months for the construction of the new D2 High School.	
Future Fiscal Impact:	Lost rental revenue of	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that the Board of Trustees approve early termination of the 946 Whipple Road Lease and forgive three (3) months of rent from November 2015 to January 2016 for Unity Baptist Day Care.

Person(s) Responsible for Implementation:	Sean Hughes	
Supervisor's Approval:	Jeffrey Borowy, P.E., Deputy for Capital Programs	
Superintendent's Approval:	Gerrita Postlewait, Ed. D, Superintendent	
Board Member(s) Approval:		
Attachment(s):	☒ **Yes**	☐ **No**

Charleston County SCHOOL DISTRICT
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BOARD AGENDA ACTION FORM
December 7, 2015

Section:	Audit and Finance
Subject:	District 4 Schools Overcrowding
Name/Department:	Patsy Pye, Interim Chief Academic Officer
Agenda Item Number:	
Background:	Ladson Elementary is in a growing area with no neighboring schools to relieve overcrowding. It is currently a K-5 facility, with a current enrollment of 899. There are two pieces of property next to the school for sale. AC Corcoran is an overcrowded CD-5 school, current enrollment is 820. Northwoods Middle School is 6-8, current enrollment is 1,004. Current Feeder Pattern:

AC Corcoran	Northwoods/Morningside	Stall
Ladson		
Pinehurst		
Mary Ford		NCHS
Dunston		
Burns		
Lambs	Northwoods/Morningside/Zucker	Stall
Pepperhill		
Goodwin		

Discussion:

In order to reduce overcrowding at Ladson Elementary, AC Corcoran Elementary, and Northwoods Middle, the following recommendation is to utilize the Otranto campus as follows:

- Ladson and Corcoran become K-4 schools.
- Move current 4th and 5th grade students out of Ladson
  - Ladson: 4th grade students= 119, 5th grade students= 104
  - Corcoran: 4th grade students= 96, 5th grade students= 88
  - Total enrollment for Otranto campus= 407 5th and 6th grade students for 2016-17
- Explore the purchase of property in the Ladson attendance area.
- The Otranto campus would need the following:
  - 2016-17: Two trailers (four classrooms), one restroom trailer and expansion of the dining area
  - 2017-18: Four trailers (eight classrooms) and kitchen addition
- Moving the current 5th grade students (rising 6th grade students) would reduce Northwoods Middle by 192 students.
- 2017-18 school year: Otranto would be 5, 6, & 7 grades which would continue to relieve Ladson, Corcoran, and Northwoods.

	- 2018-19 school year: 5th grade would go back to Ladson and Corcoran. Otranto would be an additional middle school relieving Northwood's Middle. This provides the District 3 full years to explore options for overcrowding at Ladson and Corcoran.	
Goals& Budget:		
This recommendation supports CCSD goal #:	AdvancED Standard # 4 Resources and Support Systems	
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of $:	2015 – 16 GOF:	$134,051 or less
	2015 – 16 Sinking Fund (will be presented in Mar 2016 for approval):	$3,930,341
Resulting positive impact for students in our District will be:	Reduced loading and/or increased capacity at Ladson ES, AC Corcoran ES, and Northwoods MS	
Potential impact of this decision on other budget areas will be:	Estimated cost for GOF and Sinking Fund included.	
Future Fiscal Impact:	2016 – 17 GOF: $1,715,364 2016 – 17 Sinking Fund: TBD (will need to construct a kitchen)	
Recommendation:	☒**Action**	☐**Information**
	☒**Open Session**	☐**Executive Session**

It is hereby recommended that the Strategic Education Committee approve the use of the Otranto campus, beginning with the 2016-17 school year, to relieve overcrowding at Ladson Elementary, AC Corcoran, and Northwoods Middle.

Person(s) Responsible for Implementation:	Dr. James Winbush, Associate Superintendent Jeffrey T. Borowy, P.E., Deputy for Capital Programs	
Chief Academic Officer:	Patsy Pye, Interim Chief Academic Officer	
Superintendent's Approval:	Gerrita Postlewait, Ed. D, Superintendent	
Board Member(s) Approval:		
Attachment(s): **Otranto Campus Overview**	☒**Yes**	☐**No**



Otranto Campus Overview

24 Nov 2015

Background

- Former Northwood Academy Upper school
- 25 acres and 42.8 square feet of facilities
  - Includes a gym, four classroom buildings and an admin building
  - 16 general purpose classrooms and a science room
  - Lacks a cafeteria, art, music and computer room
- CCSD purchased with Phase III Capital Program funds
  - $400K remains in budget for upgrades
  - Additional near term funding by either FCO or sinking fund
- Projected CCSD use for school year 2016-17

Otranto Plan

Concept

- Opens with rising 4th and 5th graders from Ladson ES and AC Corcoran ES
- In 2018, 5th graders remain at Ladson and AC Corcoran and school retains grade 6th-8th

	2014-15	2015-16	2020-21
Otranto	0	416	716
Ladson	832	740	837
Corcoran	865	704	890
Northwoods	974	1051	721

Note: does not include Pre-K students

8.4C-55

Near Term Cost Implications

- 2015 – 16: Principal salary (GOF)
- Summer 2016: need at least 4 classroom trailers; existing facility upfit (IT, carpeting, HVAC controls, et); enlargement of dining area (sinking fund)
- 2016 – 17: Typical school start-up cost and staffing (GOF)
- Summer 2017: kitchen construction (sinking fund)

Benefits

- Provides loading reduction to Northwoods MS
- Provides initial loading reduction to Ladson and AC Corcoran
- Students have two K-8 schools (vice three)

Challenges

- Will need space for 5th graders at Ladson and AC Corcoran in 2018
- 2016-17: Food prepared at AC Corcoran

CHARLESTON COUNTY SCHOOL DISTRICT
Financial Attachments to Board Minutes for November 9, 2015

Item	Description		Impact on FY16	Impact on Future FY	Funding Source	Notes
IX.9.2:A	Approved reallocation of funds between "Early Out" projects under the 2017-2022 Capital Program (Phase IV) - Capital Maintenance		N/A	N/A	One (1) Cent Sales Tax	**Project** / **Budget** / **Proposed Budget** / **Variance** HVAC $618,500 $400,822 ($217,678) Roofing $663,900 $346,048 ($317,852) Plumbing & Restroom $78,200 $75,500 ($2,700) Exterior Enclosure $195,000 $96,399 ($98,601) HVAC (Fresh Air Units @ 75 Calhoun) $0 $483,547 $483,547 Electrical (Lighting Retrofit @ Burke HS) $0 $45,000 $45,000 Painting (Liberty Hill Academy) $0 $108,284 $108,284 **Total** **$1,555,600** **$1,555,600** **$0**
IX.9.2:B	Approved Head Start/Early Head Start grant application.		N/A	N/A	Federal & GOF	Superintendent to work with the Board to develop language related to location site of the program(s).
IX.9.2:C	Approved Head Start/Early Head Start Non-Federal Share Waiver		N/A	TBD	Federal & GOF	Non-federal share: $2.1M (in-kind and cash) annually. Other funding sources would need to be identified if we do not receive the waiver.
IX.9.2.D:	Approved Head Start/Early Head Start's financials for August 2015 & September 2015		N/A	N/A	Federal & GOF	
IX.9.2.E:	Approved the request from the City of Charleston for Permission to build an educational garden in Medway Park in the Riverland Terrace community.		N/A	N/A	N/A	

CHARLESTON COUNTY SCHOOL DISTRICT
Financial Attachments to Special Called Board Minutes for November 16, 2015

Item	Description		Impact on FY16	Impact on Future FY	Funding Source	Notes
IV.A.	Approved acceptance of CFO resignation.		** See notes		GOF	** Compensation package as approved in Executive Session

CHARLESTON COUNTY SCHOOL DISTRICT **INFORMATION UPDATE**

Financial Attachments to Board Minutes for October 26, 2015

Item in red is follow-up information to original Financial Minutes

Item	Description		Impact on FY16	Impact on Future FY	Funding Source	Notes
VIII.8.1:A	Approved timeline for Zero Based Budgeting to be implemented in specific areas for FY2017.		N/A	TBD	N/A	District may hire contract services to assist with development and implementation. Cost to be determined.
VIII.8.1:B	Approved giving Voyager Charter the opportunity to enter into a building use and facility agreement for a portion of St. Andrews Middle School.		N/A	TBD	N/A	• Potential facility upgrades - $50-70K • Estimated monthly maintenance fee - $3,000-$5,000 • Other possible cost might include renovation costs for items discovered during evaluations. **THERE IS NO COST TO CCSD (all costs such as these plus any additional costs related to finalizing the agreement for shared use will not be costs incurred by CCSD)**

Charleston County SCHOOL DISTRICT — excellence is our standard

BOARD AGENDA ACTION FORM
December 14, 2015

Section:	Audit & Finance (Open Session)	
Subject:	Head Start - Early Head Start Financials	
Name/Department:	Ruth Taylor, Head Start/Early Head Start	
Agenda Item Number:		
Background:	In accordance to the Head Start Performance Standards 642(d)(2)(A), each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including – A) monthly financial statements, including credit card expenditures.	
Discussion:	The following Head Start and Early Head Start Financials are presented to the board for review	
Goals & Budget:		
This recommendation supports CCSD goal #:	Closing the Achievement Gap	
Overall budget for implementing CCSD goal:	$8,276,528.00	
Request approval for funds within that budget in the amount of $:	N/A	**Funding Source**: Head Start/Early Head Start
Resulting positive impact for students in our District will be:	Closing the Pre-School Preparation Gap thereby increasing the number of students ready to learn by the time they enter kindergarten.	
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 Charleston County School District Board of Trustees receive as information the Head Start/Early Head Start financial report for the period ending, October 1, 2015 to October 31, 2015.

Person(s) Responsible for Implementation:	Ruth B Taylor	
Superintendent's Approval:	Dunita Postlewait	
Board Member(s) Approval:		
Attachment(s):	☒ **Yes**	☐ **No**

CCSD HEAD START (FUND 841)
FOR THE PERIOD OCTOBER 2015

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	OCTOBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
TOTAL SALARIES	$ 4,177,520.27	$ 1,065,343.51	$ 322,280.49	$ -	$ 3,112,176.76	26%
TOTAL BENEFITS	$ 1,708,658.26	$ 405,442.56	$ 123,448.59	$ -	$ 1,303,215.70	24%
TOTAL PURCHASED SERVICES	$ 204,007.78	$ 98,207.62	$ 29,417.80	$ 18,656.07	$ 87,144.09	57%
TOTAL SUPPLIES	$ 200,975.69	$ 96,854.22	$ 37,247.89	$ 12,078.18	$ 92,043.29	54%
TOTAL OTHER	$ 237,364.00	$ 459.00	$ 324.00	$ -	$ 236,905.00	0%
FY15 FEDERAL SHARE TOTALS	$ 6,528,526.00	$ 1,666,306.91	$ 512,718.77	$ 30,734.25	$ 4,831,484.84	26%
NON FEDERAL SHARE	$ 1,632,132.00	$ 416,576.73	$ 128,179.69		$ 1,207,871.21	26%
TOTAL FOR FY16	**$ 8,160,658.00**	**$ 2,082,883.64**	**$ 640,898.46**	**$ 30,734.25**	**$ 6,039,356.05**	26%
2015 CARRYOVER PO'S	$ 111,013.31	$ 111,013.31				

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

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	OCTOBER EXPENDITURES	ENCUMBRANCE	REMAINING BUDGET	PERCENTAGE USED
0151 HEADSTART/EHS/PRESCHOOL	$ 1,809,786.78	$ 768,135.72	$ 145,687.81	$ 22,011.44	$ 1,019,639.62	44%
0309 MURRAY-LASAINE ELEMENTARY	$ -	$ 10,764.75	$ (5,099.39)	$ 224.55	$ (10,989.30)	
0310 JAMES ISLAND ELEMENTARY	$ 326,031.93	$ 42,256.40	$ 25,710.63	$ -	$ 283,775.53	13%
0411 CHILD & FAMILY DEVELOPMEN	$ 156,276.38	$ 39,286.35	$ 16,150.37	$ 966.48	$ 116,023.55	26%
0412 CHICORA ELEMENTARY	$ 159,370.47	$ 33,495.23	$ 14,640.70	$ 115.90	$ 125,759.34	21%
0413 E A BURNS ELEMENTARY	$ 268,877.66	$ 61,480.21	$ 21,742.34	$ 151.31	$ 207,246.14	23%
0415 LADSON ELEMENTARY	$ 255,967.29	$ 51,916.96	$ 21,040.45	$ 170.22	$ 203,880.11	20%
0421 W B GOODWIN ELEMENTARY	$ 320,701.42	$ 57,092.59	$ 22,344.62	$ 532.62	$ 263,076.21	18%
0422 MATILDA F DUNSTON ELEMENT	$ 236,707.62	$ 46,921.26	$ 23,559.61	$ 2,497.22	$ 187,289.14	21%
0425 A C CORCORAN ELEMENTARY	$ 156,767.72	$ 33,042.83	$ 12,870.17	$ 121.32	$ 123,603.57	21%
0426 MIDLAND PARK PRIMARY SCHO	$ 792,356.38	$ 124,601.94	$ 57,132.58	$ 758.50	$ 666,995.94	16%
0504 ST JAMES-SANTEE ELEMENTAR	$ 192,105.02	$ 43,151.98	$ 17,990.38	$ 286.04	$ 148,667.00	23%
0655 WA HEAD START	$ 473,235.33	$ 103,488.92	$ 41,040.69	$ 631.29	$ 369,115.12	22%
0752 THOMAS MYERS II	$ 571,982.83	$ 127,568.13	$ 51,371.17	$ 1,027.84	$ 443,386.86	22%
0777 CHS COUNTY HUMAN SERVICES	$ 13,156.39	$ 13,156.39	$ 957.94	$ -	$ -	100%
0810 E B ELLINGTON ELEMENTARY	$ 247,794.11	$ 44,390.67	$ 17,453.00	$ 172.94	$ 203,230.50	18%
0811 MINNIE HUGHES ELEMENTARY	$ 87,227.41	$ 18,371.78	$ 7,047.30	$ 61.57	$ 68,794.06	21%
0906 MT ZION ELEMENTARY	$ 147,997.38	$ 30,988.92	$ 13,422.77	$ 961.14	$ 116,047.32	22%
0907 EDITH FRIERSON ELEMENTARY	$ 71,146.20	$ 16,195.88	$ 7,655.63	$ 43.87	$ 54,906.45	23%
0999 SCHOOL-WIDE ACCOUNTS	$ 241,037.68	$ -	$ -	$ -	$ 241,037.68	0%
FY16 FEDERAL SHARE TOTALS	$ 6,528,526.00	$ 1,666,306.91	$ 512,718.77	$ 30,734.25	$ 4,831,484.84	26%
NON FEDERAL SHARE	$ 1,632,131.50	$ 416,576.73	$ 128,179.69	$ -	$ 1,207,871.21	26%
TOTAL FOR FY16	**$ 8,160,657.50**	**$ 2,082,883.64**	**$ 640,898.46**	**$ -**	**$ 6,039,356.05**	**26%**
2015 CARRYOVER PO'S	$ 111,013.31	$ 111,013.31	$ -	$ -	0.00%	100%

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

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	OCTOBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
110 ADMINISTRATIVE SALARY	$ 560,930.81	$ 185,655.44	$ 47,877.59	$ -	$ 375,275.37	33%
112 TEACHER/PROFESSIONAL ED SA	$ 647,916.46	$ 110,666.00	$ 55,362.56	$ -	$ 537,250.46	17%
113 PROFESSIONAL OTHER SALARY	$ 157,501.73	$ 70,123.30	$ 13,125.15	$ -	$ 87,378.43	45%
114 TECHNICAL SALARY	$ 27,493.76	$ 5,727.90	$ 2,291.16	$ -	$ 21,765.86	21%
115 TEACHER AST/CLERICAL SALAR	$ 2,775,063.13	$ 684,556.49	$ 203,624.03	$ -	$ 2,090,506.64	25%
142 SUPPLEMENTAL SALARY	$ 8,614.38	$ 8,614.38	$ -	$ -	$ -	100%
210 GROUP HEALTH AND LIFE INS	$ 666,810.05	$ 139,515.29	$ 44,265.79	$ -	$ 527,294.76	21%
220 EMPLOYEE RETIREMENT	$ 684,695.61	$ 177,143.09	$ 52,821.63	$ -	$ 507,552.52	26%
230 SOCIAL SECURITY	$ 319,554.94	$ 79,025.72	$ 23,460.61	$ -	$ 240,529.22	25%
260 UNEMPLOYMENT COMPENSATION	$ 4,177.52	$ 1,083.91	$ 322.18	$ -	$ 3,093.61	26%
270 WKRS' COMP - REIMB OTHR F	$ 33,420.14	$ 8,674.55	$ 2,578.38	$ -	$ 24,745.59	26%
321 PUBLIC UTIL SVS WATER/SEWA	$ 9,000.00	$ 2,796.60	$ 1,170.02	$ -	$ 6,203.40	31%
322 OUTSOURCED SUBSTITUTES	$ 31,341.69	$ 31,341.69	$ 18,371.02	$ -	$ -	100%
323 REPAIRS AND MAINTENANCE SR	$ -	$ -	$ -	$ -	$ -	0%
324 PROPERTY INSURANCE	$ 16,000.00	$ 9,285.60	$ -	$ -	$ 6,714.40	58%
332 IN STATE TRAVEL	$ 15,500.00	$ 5,819.01	$ 1,666.94	$ -	$ 9,680.99	38%
333 CURRICULUM FIELD TRIP TRAN	$ 920.00		$ -	$ 288.36	$ 631.64	31%
338 OUT OF STATE TRAVEL	$ 14,886.00	$ 4,339.28	$ (320.59)	$ -	$ 10,546.72	29%
339 OTHER TRANSPORTATION SERVI	$ 2,000.00	$ 137.79	$ -	$ -	$ 1,862.21	7%
340 COMMUNICATION (TELEPHONE)	$ 15,000.00	$ 6,340.67	$ 1,303.50	$ -	$ 8,659.33	42%
342 PAGER/CELL PHONE RENT/MESG	$ 21,000.00	$ 10,295.19	$ 2,711.91	$ -	$ 10,704.81	49%
350 ADVERTISING	$ 8,500.00	$ 696.00	$ 233.00	$ -	$ 7,804.00	8%
360 PRINTING AND BINDING	$ 7,300.00	$ 2,081.02	$ 525.39	$ -	$ 5,218.98	29%
399 OTHER PURCHASED SERVICES	$ 62,560.09	$ 25,074.77	$ 3,756.61	$ 18,367.71	$ 19,117.61	69%
410 SUPPLIES	$ 138,961.05	$ 62,953.87	$ 27,523.66	$ 10,572.31	$ 65,434.87	53%
412 POSTAGE	$ 622.19	$ 622.19	$ -	$ -	$ 0.00	100%
417 FOOD AND CATERING	$ 12,098.93	$ 10,593.06	$ 405.25	$ 1,505.87	$ -	100%
445 TECHNOLOGY SUPPLIES	$ 3,305.00	$ 2,916.48	$ -	$ -	$ 388.52	88%
446 TECHNOLOGY SOFTWARE	$ 388.52	$ 388.52	$ 388.52	$ -	$ (0.00)	100%
447 TECHNOLOGY COMPUTERS	$ -	$ (102.02)		$ -	$ 102.02	

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

470 ENERGY	$ 40,700.00	$ 18,018.22	$ 8,771.48	$ -	$ 22,681.78	44%
472 GASOLINE	$ 4,900.00	$ 1,463.90	$ 158.98	$ -	$ 3,436.10	30%
640 ORGANIZATION MEMSHP DUES/F	$ 2,000.00	$ 459.00	$ 324.00	$ -	$ 1,541.00	23%
690 OTHER OBJECTS	$ -	$ -	$ -	$ -	$ -	
791 INDIRECT COST	$ 235,364.00	$ -	$ -	$ -	$ 235,364.00	0%
FY16 FEDERAL SHARE TOTALS	$ 6,528,526.00	$ 1,666,306.91	$ 512,718.77	$ 30,734.25	$ 4,831,484.84	26%
NON FEDERAL SHARE	$ 1,632,131.50	$ 416,576.73	$ 128,179.69	$ 30,734.25	$ 1,207,871.21	27%
TOTAL FOR FY16	**$ 8,160,657.50**	**$ 2,082,883.64**	**$ 640,898.46**	**$ 61,468.50**	**$ 6,039,356.05**	26%
2015 CARRYOVER PO'S	$ 111,013.31	$ 111,013.31				100%

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

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	SEPTEMBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
TOTAL SALARIES	$ 1,140,442.58	$ 294,845.25	$ 75,660.54	$ -	$ 845,597.33	26%
TOTAL BENEFITS	$ 449,743.69	$ 111,261.70	$ 28,645.36	$ -	$ 338,481.99	25%
TOTAL PURCHASED SERVICES	$ 52,786.83	$ 22,284.88	$ 2,435.19	$ 2,705.85	$ 27,796.10	47%
TOTAL SUPPLIES	$ 39,786.57	$ 23,004.39	$ 5,471.38	$ 3,450.14	$ 13,332.04	66%
TOTAL OTHER	$ 65,301.33	$ -	$ -	$ -	$ 65,301.33	0%
FY16 FEDERAL SHARE TOTALS	$ 1,748,061.00	$ 451,396.22	$ 112,212.47	$ 6,155.99	$ 1,290,508.79	26%
FY16 NON FEDERAL SHARE	$ 437,015.25	$ 112,849.06	$ 28,053.12	$ 1,539.00	$ 322,627.20	26%
TOTAL FOR FY16	**$ 2,185,076.25**	**$ 564,245.28**	**$ 140,265.59**	**$ 7,694.99**	**$ 1,613,135.99**	26%
2015 CARRYOVER PO'S	$ 36,645.16	$ 36,645.16				

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

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	OCTOBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
0151 HEADSTART/EHS/PRESCHOOL	$ 405,891.71	$ 134,211.64	$ 21,786.41	$ 2,732.54	$ 268,947.53	34%
0411 CHILD & FAMILY DEVELOPMEN	$ 274,007.76	$ 71,215.83	$ 22,217.63	$ 704.63	$ 202,087.30	26%
0426 MIDLAND PARK PRIMARY SCHO	$ 158,412.74	$ 38,025.09	$ 11,637.73	$ 190.22	$ 120,197.43	24%
0454 R B STALL HIGH	$ 197,275.99	$ 35,591.21	$ 12,363.37	$ 624.36	$ 161,060.42	18%
0504 ST JAMES-SANTEE ELEMENTAR	$ 142,643.40	$ 40,412.30	$ 7,945.17	$ 279.67	$ 101,951.43	29%
0655 WA HEAD START	$ 159,473.67	$ 35,273.92	$ 10,200.74	$ 1,335.94	$ 122,863.81	23%
0752 THOMAS MYERS II	$ 116,700.29	$ 32,516.44	$ 6,999.23	$ 224.27	$ 83,959.58	28%
0777 CHS COUNTY HUMAN SERVICES	$ 214,094.63	$ 64,149.79	$ 19,062.19	$ 64.36	$ 149,880.48	30%
0999 SCHOOL-WIDE ACCOUNTS	$ 79,560.81	$ -	$ -	$ -	$ 79,560.81	0%
FY16 FEDERAL SHARE TOTALS	$ 1,748,061.00	$ 451,396.22	$ 112,212.47	$ 6,155.99	$ 1,290,508.79	26%
NON FEDERAL SHARE	$ 437,015.25	$ 112,849.06	$ 28,053.12	$ 1,539.00	$ 322,627.20	26%
TOTAL FOR FY16	**$ 2,185,076.25**	**$ 564,245.28**	**$ 140,265.59**	**$ 7,694.99**	**$ 1,613,135.99**	**26%**
2015 CARRYOVER PO'S	$ 36,645.16	$ 36,645.16				

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

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURE	OCTOBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
110 ADMINISTRATIVE SALARY	$ 222,845.72	$ 62,775.62	$ 16,688.43	$ -	$ 160,070.10	28%
113 PROFESSIONAL OTHER SALARY	$ 39,375.44	$ 17,530.87	$ 3,281.29	$ -	$ 21,844.57	45%
114 TECHNICAL SALARY	$ 18,521.96	$ 3,939.21	$ 1,623.96	$ -	$ 14,582.75	21%
115 TEACHER AST/CLERICAL SALAR	$ 858,199.46	$ 209,359.60	$ 53,797.49	$ -	$ 648,839.86	24%
135 OVERTIME	$ 1,500.00	$ 1,239.95	$ 269.37	$ -	$ 260.05	83%
210 GROUP HEALTH AND LIFE INS	$ 165,203.85	$ 39,381.07	$ 10,038.67	$ -	$ 125,822.78	24%
220 EMPLOYEE RETIREMENT	$ 187,032.41	$ 47,561.19	$ 12,365.93	$ -	$ 139,471.22	25%
230 SOCIAL SECURITY	$ 87,243.44	$ 21,666.00	$ 5,559.87	$ -	$ 65,577.44	25%
260 UNEMPLOYMENT COMPENSATION	$ 1,140.42	$ 294.87	$ 75.67	$ -	$ 845.55	26%
270 WKRS' COMP - REIMB OTHR F	$ 9,123.57	$ 2,358.57	$ 605.22	$ -	$ 6,765.00	26%
322 OUTSOURCED SUBSTITUTES	$ 8,630.99	$ 8,630.99	$ 2,349.50	$ -	$ -	100%
323 REPAIRS AND MAINTENANCE SR	$ -	$ -	$ -	$ -	$ -	
324 PROPERTY INSURANCE	$ 2,321.40	$ 2,321.40		$ -	$ -	100%
325 RENTALS/LEASE	$ 2,100.00	$ 2,100.00		$ -	$ -	100%
332 IN STATE TRAVEL	$ 3,591.06	$ 1,909.48	$ 119.57	$ -	$ 1,681.58	53%
338 OUT OF STATE TRAVEL	$ 5,000.00	$ 1,266.08	$ (67.88)	$ -	$ 3,733.92	25%
399 OTHER PURCHASED SERVICES	$ 31,143.38	$ 6,056.93	$ 34.00	$ 2,705.85	$ 22,380.60	28%
410 SUPPLIES	$ 35,657.80	$ 19,439.51	$ 5,471.38	$ 2,886.25	$ 13,332.04	63%
412 POSTAGE	$ 147.00	$ 147.00	$ -	$ -	$ -	100%
417 FOOD AND CATERING	$ 3,981.77	$ 3,417.88	$ -	$ 563.89	$ -	100%
690 OTHER	$ 2,280.33	$ -	$ -	$ -	$ 2,280.33	0%
791 INDIRECT COST	$ 63,021.00	$ -	$ -	$ -	$ 63,021.00	0%
FY16 FEDERAL SHARE TOTALS	$ 1,748,061.00	$ 451,396.22	$ 112,212.47	$ 6,155.99	$ 1,290,508.79	26%
FY16 NON FEDERAL SHARE	$ 437,015.25	$ 112,849.06	$ 28,053.12	$ 1,539.00	$ 322,627.20	26%
TOTAL FOR FY16	**$ 2,185,076.25**	**$ 564,245.28**	**$ 140,265.59**	**$ 7,694.99**	**$ 1,613,135.99**	26%
2015 CARRYOVER PO'S	$ 36,645.16	$ 36,645.16			$ -	100%

842 FY16

P Card Spend for Ruth Taylor's

Company Name: CHARLESTON COUNTY SCHOOL DIST
Grp: One of: 0104 ACADEMIC & INSTRUCTIONAL SUPPORT (RUTH TAYLOR) Toshiba Champagne or 0151 EARLY CHILDHOOD EDUCATION (RUTH TAYLOR) TOSHIBA CHAMPAIGNE or 0151 EARLY CHILDHOOD EDUCATION 3 (RUTH TAYLOR) Christine Buck, (1 more)
Post Date: Between 2015-10-01 00:00:00 and 2015-10-31 00:00:00
Report Owner: VINSON, COURTNEY
Report Time: 2015-11-09 14:33:46
Transaction Type: One of: Cash advance or Misc Credit or Misc Debit or Purchase or Payment

CH Full Name / Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account / GL: Object Code
CHAMPAIGNE, TOSHIBA						
10/05/2015	10/02/2015	STAPLES 00115832 - Purchase	415.00	0.00	415.00	10412321 410
10/05/2015	10/02/2015	tax	0.00	35.28	35.28	10412321 410
10/26/2015	10/24/2015	USPS 45442004529804739 - Purchase	196.00	0.00	196.00	60012319 410
10/27/2015	10/25/2015	STAPLES 00115832 - Credit	(12.00)	0.00	(12.00)	60012319 410
10/27/2015	10/25/2015	tax	0.00	(1.02)	(1.02)	60012319 410
10/27/2015	10/25/2015	STAPLES 00115832 - Purchase	34.71	0.00	34.71	60012319 410
10/27/2015	10/25/2015	tax	0.00	2.95	2.95	60012319 410
10/27/2015	10/25/2015	STAPLES 00115832 - Purchase	82.10	0.00	82.10	60012319 410
10/27/2015	10/25/2015	tax	0.00	6.98	6.98	60012319 410
count: 9			715.81	44.19	760.00	
JOWERS, GLENNETT						
10/14/2015	10/13/2015	BI-LO GROCERY #5745 - Purchase	111.26	0.00	111.26	15184134 410
10/14/2015	10/13/2015	tax	0.00	0.53	0.53	15184134 410
count: 2			111.26	0.53	111.79	
JOYNER, NICOLE						

9.1D-9

CH Full Name / Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account / GL: Object Code
10/01/2015	09/29/2015	SC.GOV - Purchase	41.68	0.00	41.68	15184110 399
10/05/2015	10/02/2015	SC.GOV - Purchase	9.14	0.00	9.14	15184110 399
10/22/2015	10/21/2015	01936 CHICK FIL A - Purchase	226.37	0.00	226.37	15184140 417
10/22/2015	10/21/2015	tax	0.00	23.77	23.77	15184140 417
10/22/2015	10/21/2015	EAST BAY DELI III - Purchase	294.47	0.00	294.47	15184140 417
10/23/2015	10/21/2015	CHICK-FIL-A #01936 - Purchase	20.25	0.00	20.25	15184140 417
10/23/2015	10/21/2015	tax	0.00	2.13	2.13	15184140 417
count: 7			591.91	25.90	617.81	
ROCK, AVIS						
10/01/2015	09/30/2015	WAL-MART #3367 - Purchase	489.00	0.00	489.00	45484200 410
10/01/2015	09/30/2015	tax	0.00	41.57	41.57	45484200 410
10/02/2015	10/01/2015	STAPLS7143788391000001 - Purchase	134.95	0.00	134.95	77784200 410
10/02/2015	10/01/2015	tax	0.00	11.47	11.47	77784200 410
10/05/2015	10/02/2015	CHICK-FIL-A #1882 - Purchase	10.28	0.00	10.28	15184110 417
10/05/2015	10/02/2015	tax	0.00	0.93	0.93	15184110 417
10/12/2015	10/10/2015	STAPLS7144381794000001 - Purchase	15.57	0.00	15.57	15184110 410
10/12/2015	10/10/2015	tax	0.00	1.32	1.32	15184110 410
10/21/2015	10/20/2015	E3 DIAGNOSTICS - Purchase	90.00	0.00	90.00	15184134 399
10/21/2015	10/19/2015	TEACHING STRATEGIES - Purchase	4,456.10	0.00	4,456.10	15184110 446

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CH Full Name / Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account / GL: Object Code
10/29/2015	10/28/2015	STAPLS7145284757000001 - Purchase	289.36	0.00	289.36	75284190 410
10/29/2015	10/28/2015	tax	0.00	24.60	24.60	75284190 410
10/29/2015	10/28/2015	SQ HELEN LEGARE - Purchase	378.00	0.00	378.00	81084111 399
10/30/2015	10/29/2015	STAPLS7145386099000002 - Purchase	27.98	0.00	27.98	15184110 410
10/30/2015	10/29/2015	tax	0.00	2.38	2.38	15184110 410
count: 15			5,891.24	82.27	5,973.51	
WATERS, PAMELA						
10/05/2015	10/02/2015	VOICE NATION - Purchase	9.95	0.00	9.95	10412321 342
10/15/2015	10/13/2015	STAPLES 00115832 - Purchase	72.73	0.00	72.73	15012230 410
10/15/2015	10/13/2015	tax	0.00	6.18	6.18	15012230 410
count: 3			82.68	6.18	88.86	
report count: 36			7,392.90	159.07	7,551.97	

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