

**Regular Meeting of the
McCormick County School Board of Trustees
MES/MMS Cafeteria
6977 Hwy 28 South
McCormick, South Carolina 29835
August 13, 2018
AGENDA**

6:00 PM - EXECUTIVE SESSION:

1. Personnel Matters
2. Contractual Matters
3. Student Matters

7:00 PM - REGULAR SESSION:

I. Call to Order.....Chairman Moss

Declare Quorum Invocation Welcome Pledge of Allegiance

II. Approval of Agenda.....Chairman Moss

III. Action on Executive Session Items..... Chairman Moss

- a. Personnel Matters
- b. Contractual Matters
- c. Student Matters

IV. Minutes: July 2 & 16, 2018

V. Board Spotlight

Recognize Retiree – Mr. R. C. Holloway
Kennon Kennedy – Medical Scholar Award – Harvard - Cambridge, MA
Jennie Brantley – National JAG Spotlight Specialist of the Year Award

VI. Public Comments

VII. Office of Superintendent

- a. Emergency Management Program Report (I).....Sheriff Dept and School Personnel
- b. First Reading of Policies IKA-R(2), IKADD.R (A).....Betty Bagley
- c. Second Reading of Policies IG, IHAK, IHBEA, IHBEA-R, IKA-R(1) (A).....Betty Bagley
- d. Approval of Job Descriptions (A).....Betty Bagley
- e. Approval of New Programs (A).....Betty Bagley
- f. Budget (I).....Betty Bagley
- g. Substitute Pay (A).....Betty Bagley

VIII. Public Comments on Agenda Items

Second Executive Session if Needed

Adjournment

A=Action

I=Information

**McCormick County School District Board of Trustees
and McCormick County Council Joint Meeting
Special Called Meeting
Monday, July 2, 2018
6:00 p.m.**

Generated by Wanda Anderson on Tuesday, July 3, 2018

Members present

James Moss, Verteema Chiles, Karen Beckner, Christine Lee, Heather McNally, Frank Puckett and Al Bell.

1. Board Meeting: Called to Order – 6:00 p.m.

A. County Council Chair Charles Jennings called the meeting to order at 6:00 p.m. and stated the purpose of the meeting and stating the meeting was being held in compliance with the Freedom of Information Act and posted accordingly.

2. Approval of Agenda

A. Motion by Frank Puckett, seconded by Christine Lee to approve the agenda as written.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Karen Beckner, Frank Puckett, Al Bell, Christine Lee

3. Executive Session Motion

A. Motion to enter into Executive Session for the purpose of Personnel, Contractual and Student Matters

Motion by Heather McNally, second by Frank Puckett to enter into Executive Session for the purpose of Personnel, Contractual and Student matters.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Karen Beckner, Al Bell and Christine Lee

Motion by Heather McNally, seconded by Christine Lee to exit Executive Session and enter into Regular Session.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee and Karen Beckner

B. Executive Session Action Items

Motion by Heather McNally, second by Verteema Chiles to approve the student activities recommended by administration.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee and Karen Beckner

Motion by Heather McNally, second by Verteema Chiles to approve the recommendation of the Superintendent to accept an employee's resignation.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee and Karen Beckner

Motion by Heather McNally, seconded by Christine Lee to approve the recommendations of 1 Induction, 1 Annual and 1 Annual II teacher contracts as recommended by administration.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee and Karen Beckner

Motion by Verteema Chiles, second by Heather McNally to approve the recommendation to remove "Interim" from Athletic Director.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee and Karen Beckner

Motion by Heather McNally, seconded by Verteema Chiles to resume the Regular Board meeting until August, 2018, due to the absence of the Superintendent.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee and Karen Beckner

4. Office of Finance

During the joint meeting with County Council and McCormick County School Board Mrs. Bagley thanked the SC Legislature for adopting the Senate's version of the 2018-19 budget. Mrs. Bagley reiterated the District's budget proposals: (a) \$60 increase base student costs-\$2,485 per student; (b) step increase for certified teachers and 1% cost of living increase for teachers paid on the teacher salary scale; (c) two percent increase for classified employees; and (d) an increase of 46 mills in the county's tax levy on county property owners.

Mrs. Bagley stated although debt servicing may have been included in the District's operational budget in the past years. It should not have been due to debt servicing of the sale of general obligation bonds are handled separately.

Mr. Byron Thompson asked Mrs. Bagley to confirm that the District planned to sell additional obligation bonds to pay off existing debts for the high school and athletic complex? Mrs. Bagley answered and presented a PowerPoint that showed excess funds on deposit at the County Treasurer's Office that would be used to offset funds needed to be raised for this purpose. A review of the district's previous budgets from the past several years showed that there were payments for the debt services from school operating funds when funds from the District's

general fund budget were used for this purpose. The proposed 2018-2019 budget does not include any debt servicing from funds in the operational budget due to none are being used.

5. Public Comments

A. Council Chairman Charles Jennings and Board Chair James Moss expressed optimism about the future of the school district.

B. Mr. Columbus Stephens stated that this meeting proves that the County and School District are doing things differently than they have done in previous years. Mr. Stephens advised there will be a special called meeting of the Council to conduct a public hearing and third reading on the District's proposed budget.

6. Adjournment

Motion to adjourn

Motion by Heather McNally, second by Verteema Chiles

Final Resolution: Motion Carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Karen Beckner, Al Bell and Christine Lee

**McCormick County School District Board of Trustees
and McCormick County Council Joint Meeting
Special Called Meeting
Monday, July 16, 2018
6:00 p.m.**

Generated by Wanda Anderson on Tuesday, July 19, 2018

Members present

James Moss, Verteema Chiles, Christine Lee, Heather McNally, Frank Puckett and Al Bell (via telephone).

1. Board Meeting: Called to Order – 6:00 p.m.

A. Chair James Moss called the meeting to order at 6:00 p.m. and stated the purpose of the meeting and stating the meeting was being held in compliance with the Freedom of Information Act and posted accordingly.

2. Approval of Agenda

A. Motion by Christine Lee, seconded by Frank Puckett to amend the agenda to add Contractual Matters.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee

B. Motion by Verteema Chiles, seconded by Frank Puckett to approve the agenda as amended.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee

3. Executive Session

A. Motion to enter into executive session for the purpose of Personnel and Contractual Matters

Motion by Christine Lee, second by Frank Puckett to enter into Executive Session for the purpose of Personnel and Contractual matters.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee

Motion by Christine Lee, seconded by Heather McNally to exit Executive Session and enter into Regular Session.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee

B. Executive Session Action Items

Motion by Frank Puckett, second by Christine Lee to approve 2 Annual contact teachers as recommended by administration.

Final Resolution: Motion carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee

4. Adjournment

Motion to adjourn

Motion by Heather McNally, second by Verteema Chiles

Final Resolution: Motion Carried

In Favor: James Moss, Verteema Chiles, Heather McNally, Frank Puckett, Al Bell, Christine Lee

GRADING/ASSESSMENT SYSTEMS

Code **IKA-R(2)** Issued

The primary purpose of grading is to inform students and parents/legal guardians of the quality of work being done and of progress being made. Teachers are expected to provide parents/legal guardians with a valid appraisal of their child's accomplishments by assigning grades that accurately reflect level of achievement. Regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. This process provides a basis for bringing about improvements in student performance.

Grades

All report cards, transcripts, and permanent records will use numerical grades.

An explanation as to what the numerical grades stand for is as follows:

| | |
|------------|---|
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| 0 - 59 | F |
| Incomplete | I |

"I" is a temporary grade used to denote incomplete for a specific nine weeks grading period. The use of the letter grade "I" indicates some class work not completed (such as missed test, etc.). This work must be made up as soon as possible and before the end of the next nine weeks. If it is not made up by the end of the nine weeks, the student will be given a numerical grade of "0" on the missed work and the "0" will be averaged with the other grades the student has earned during that nine-week period. Failure to take an exam in a course will result in a "0" for the exam, which will be averaged into the total grade.

When transcripts are received from out-of-state (or in-state from other than public schools) and letter grades are recorded, the following process will be used to transfer the grades into the student's record. (This conversion process will also be used for letter grades for which no specific numerical value can be determined.)

Unless the sending institution provides numerical averages, the following conversion system will apply:

A = 95

B = 85

C = 75

D = 65

F = 60

Grades lower than 60 received from another school, but which are indicated as a passing grade from the sending institution, will be converted to a 65 numerical grade on the new scale. A grade of "P" (passing) received from another school would be converted to a numerical designation based on information secured from the sending institution as to the approximate numerical value of the "P." The receiving school will make the final determination regarding the conversion of a grade "P" into the uniform grading scale.

A minimum grade of 50 and 0 quality points for the four grading periods will be used on report cards and for averaging final grades for a semester and/or year course. Students who receive the minimum grade must have a comment on their report card that indicates performance is below the minimum grade of 50.

The weightings guidelines should be followed to determine quarter grades.

Semester Examinations

Semester examinations will be administered to all students enrolled in Carnegie unit courses during the final four days of each semester.

The examination grade will carry a weight of 20 percent when computing the semester average at the end of each semester for yearlong courses.

In semester courses, the examination will carry a weight of 20 percent of the grade for the semester.

The examination will be administered to all students at the conclusion of each semester. Students with an A average for a semester or yearlong course will be exempt from taking the final examination in the course. No grade will be recorded for exempted examinations.

Make-up examinations must be made up within two weeks after the conclusion of the first and second semester.

Average Grades

The final grade in yearlong courses without a state mandated end-of-course test will be based on semester averages that the student received at the end of each semester. The semester average will be based on the two grades that the student received during each of the two grading periods

plus the semester examination which will carry a weight of 20 percent. When the semester averages and the final grade are computed, mathematical rounding will be applied (example: 85.499... or below = 85; 85.5 or above = 86).

The final grade in yearlong courses with a state mandated end-of-course test will be based on semester averages that the student recorded at the end of each semester plus the end-of-course test which will carry a weight of 20 percent. When the semester averages and the final grade are computed, mathematical rounding will be applied (example: 85.499... or below = 85; 85.5 or above = 86).

The final grade in semester courses will be determined by the classroom teacher based on the two grades that the student received during each of the two grading periods, plus the semester examination grade. Semester examinations will carry a weight of 20 percent. When averages are computed, mathematical rounding will be applied (example: 85.499... or below = 85; 85.5 or above = 86).

In the case of a disputed grade that cannot be resolved at the principal's level, the superintendent will have authority to resolve the situation to the best interest of the student. A parent/legal guardian may appeal a disputed grade to the principal. A parent/legal guardian who chooses to appeal a disputed grade must do so in writing within 21 calendar days after the last day of the grading period in which the grade was received. The principal will render a decision on the matter within 20 working days after receipt of the appeal. The decision and the reasons will be in writing and copies sent to the appellant and the superintendent. If a grade is still disputed, a parent/legal guardian will have seven calendar days to appeal the principal's decision to the superintendent, in writing. The decision of the superintendent is final.

Issued

CONTENT AND CREDIT RECOVERY

Code **IKADD-R*** Issued

School administrators will coordinate with staff members to identify students appropriate for participation in content and credit recovery programs.

Content Recovery

Students must be currently enrolled in a course to participate in content recovery.

Eligibility

Students are eligible for participation in content recovery through the recommendation of their classroom teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing.

Teachers may develop their own content recovery materials or use district-approved online course content to provide content recovery.

Students are generally not limited in the amount of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian and/or teacher recommendation.

Grading

Content recovery assignments must be completed no later than the dates established on the district's exam calendar. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course by consistently applying one of the following three methods: averaging the student's initial grade with the content recovery grade; replacing the student's initial grade with the content recovery grade; using a procedure determined by the teacher or school and approved by the principal.

Credit Recovery

Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Eligibility

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade. These students should repeat the full course for credit.

Students are generally not limited in the amount of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian or teacher's recommendation.

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Instruction and curriculum

The method of instruction for credit recovery courses may vary based upon the district resources available, and includes, but is not limited to, use of an online or computer-based program, VirtualSC, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district. The standards and concepts to be addressed in credit recovery courses will be determined by the teacher who assigned the student the failing grade in the initial credit course, through a diagnostic tool utilized by the credit recovery course facilitator or software program, or through another diagnostic assessment offered by the district.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

Grading

Students are not permitted to remain in a credit recovery course for more calendar year.

Credit recovery courses taken during the final semester of the school year must be completed no later than two weeks following the last day of the academic year. Graduating seniors must complete credit recovery courses no later than 4:00 p.m. on the Monday prior to Friday graduation. Additionally, rising seniors enrolled in credit recovery courses during a summer session must complete those courses no later than August 15th to count for the current academic year. Other students enrolled in credit recovery courses during a summer session may extend past August 15th, but the course credit will be recorded in the next academic year.

When a student has shown mastery of the credit recovery material, the student will receive credit for the course.

1. The original failing grade will remain on the transcript as is. A new course starting with the appropriate activity code, grades scale designation, and unit marker will be entered on the student record (i.e., 3024CRCW English 1-CR.) The new credit recovery course will be marked "CR" at the end of the course title in the student information system.
2. If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as a "P" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of the "P" to the grade scale chart. Thus, the credit recovery course does not impact the student's GPA. If a student fails the credit recovery course, the failing grade is entered as an "NP" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of "NP" on the grade scale chart.
3. A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.

Credit Recovery Courses with EOCEPs

Students who are enrolled in courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262. Students will be allowed

PAGE 3 - IKADD-R* - CONTENT AND CREDIT RECOVERY

to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option.

Cost

Credit recovery courses are typically provided to students without charge. However, a student's parent/legal guardian will be responsible for any and all costs associated with a district-approved request to utilize an alternative method of instruction in lieu of the no-cost option the district offers.

Issued

CURRICULUM DEVELOPMENT, ADOPTION AND REVIEW

Code **IG** Issued **DRAFT/16**

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 the district and accountability to the community it serves.

Curriculum development and the implementation of change are intricate processes. They require the close cooperation of instructional personnel and other people involved as well as use of internal and external research, experimentation and critical analysis. Generally speaking, curriculum development concerns itself with what is to be taught -- its scope and sequence. Instruction is the how, where, when and by whom curriculum is implemented. The board strives to continuously provide a dynamic instructional program. Such a program may require constant change in the curriculum and courses of study.

The board expects the administration, with the assistance of appropriate staff, to implement a curriculum aligned with state content standards and organized around a career cluster system that provides students with strong academics as well as real-world problem solving skills. The district will provide students individualized educational, academic and career-oriented choices and greater exposure to career information and opportunities by doing the following.

- Laying the foundation for the clusters of study system in the elementary grades through career awareness activities.
- Providing programs in middle school that allow students to identify career interests and abilities and align them with clusters of study for the development of individual graduation plans.
- Providing students in grades nine through twelve with guidance and curricula that will enable them to complete successfully their individual graduation plans, thus preparing them for a seamless transition to relevant employment, further training or post-secondary study.

This system must promote the involvement and cooperative effort of parents/legal guardians, teachers and school counselors in assisting students in making appropriate choices, setting career goals and developing individual graduation plans to achieve these goals.

The administration will not eliminate basic courses or add new courses without approval of the board. The board must approve significant alteration or reduction of a course of study.

Cf. IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, JLD, KB

Adopted ^

Legal references:

- A. S.C. Code of Laws 1976, as amended:
 1. Section 59-59-10, *et seq.* - South Carolina Education and Economic Development Act.
- B. State Board of Education Regulations:
 1. R43-234 - Defined program, grades 9-12.
- C. South Carolina State Department of Education:
 1. South Carolina Education and Economic Development Act Guidelines (2006).

McCormick County School District

CHARACTER EDUCATION

Code **IHAK** Issued

Purpose: To establish the board's vision for and the basic structure of character education in the schools.

The board is committed to the ideals of good character and citizenship through character education as part of the district's mission of successful teaching and learning.

These ideals include, but are not limited to, the following.

- personal integrity and honesty
- respect for the rights of all persons regardless of race, religion, sex, age, physical condition or mental state
- sense of justice and fair play
- trustworthiness
- patriotism
- citizenship
- understanding, sympathy, concern and compassion for others
- discipline and pride in one's work
- respect for one's property and the property of others, including public property
- understanding of the rights and obligations of a citizen in a democratic society
- respect for authority
- good work ethics
- sound educational habits

The district's program of character education will include a meaningful and challenging curriculum that respects all learners and helps them succeed. The district will maintain school communities in which positive behavior is practiced, demonstrated, modeled and reinforced within an environment of mutual respect and dignity. The district will implement this program in close cooperation with parents/legal guardians of students.

The district will provide opportunities for the integration of character education throughout the curriculum in grades K through 12. The process of integrating character education in school programs will include the involvement of the students, staff, families and the greater school community (elected officials, community/civic/business leaders, religious institutions, youth organizations, government, media and citizens at large).

The superintendent will recommend any changes to the curriculum necessary to include character education objectives in the instructional program.

The superintendent will develop guidelines to implement this policy as necessary.

The district will encourage/require students to exhibit appropriate conduct when speaking with a public school employee while on school property or at a school-sponsored event.

The district will assess the progress of the character education program at various times throughout the year. The evaluation will assess the character of the school, the school staff functioning as character educators and the extent to which students exhibit good character.

Cf. IG, IGCA, IHAQ, IHBC, IHCA, IKF, JLD, KB

Adopted 11/27/99; Revised 7/13/09, 4/12/10, ^

McCormick County School District

(see next page)

PAGE 2 - IHAK - CHARACTER EDUCATION

Legal references:

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

- 1. Section 59-17-135 - Character education policy; respectful behavior encouraged as amended by the South Carolina Education and Economic Development Act.**

INSTRUCTIONAL SERVICES FOR LIMITED ENGLISH PROFICIENCY STUDENTS

Code **IHBEA** Issued

Purpose: To establish the basic structure of instructional programs for limited English proficiency students in the district.

The board believes that all students, including those with limited English proficiency (LEP), should receive a high quality education within the district. As such, LEP students will be identified, have meaningful access to school programs, attain English proficiency, develop high levels of academic achievement in English, and meet the student achievement standards.

“LEP students” refers to learners who are identified as still in the process of acquiring English as an additional language, students who may not speak English at all or, at least, do not speak, understand, and write English with the same skill as their classmates because they did not grow up speaking English.

LEP students who are able to demonstrate that they can read, write, and comprehend English well enough to participate meaningfully in the district’s programs, as assessed by the district, will be reclassified. The district will periodically monitor newly reclassified students to ensure that students continue making progress.

Compliance

The superintendent or his/her designee will be responsible for implementing procedures to comply with federal and state laws. Procedures will be established to do the following:

- Identify and assess all students whose primary language is not English and therefore, have or may have difficulty performing ordinary class work in English.
- Maintain adequate records of the educational level and progress of each child identified as a candidate for LEP services and make those records available to appropriate staff members and parents/legal guardians.
- Objectively assess the progress of LEP students in order to determine when reclassification or transfer to fully English proficient programs is appropriate. Standards for exit from LEP services should be objectively based and should be designed to determine whether LEP students are able to read, write, and comprehend English well enough to participate meaningfully without such services.
- Monitor reclassified students' academic achievement to determine whether reclassified students are able to succeed in all-English programs based on their English language proficiency.

Assessment

A home language survey must be administered to all students. Based on the information in the survey, schools must give a standardized language assessment to potential LEP and migrant students to determine needs and provide alternative language program services.

LEP students will be placed with students of the same age. Classroom teachers will modify instruction, assignments, and grades to meet the needs of such students.

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An LEP student will be advanced along with his/her peers unless there is evidence that the student was held back for factors other than English proficiency.

LEP students are eligible to participate in all age-appropriate school programs and to receive all available services.

Students will be monitored for at least two years after students have exited alternative language services. Such services may be reinstated as necessary.

Parents/Legal guardians may contact the State Department of Education to file a complaint if they believe their children have been denied educational opportunities due to their English-speaking status.

Cf. IHBA, JFAA, JH, JRA

Adopted ^

Legal references:

A. Federal Law:

1. No Child Left Behind Act of 2001, Pub. L. No 107-110, 115 Stat. 1425, Section 3101. – Provides for the academic achievement of students with limited English proficiency.
2. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c *et seq.* - Prohibits discrimination on the basis of race, color or national origin, among other factors, by public elementary and secondary schools.
3. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

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

1. Section 59-63-40 - Discrimination on account of race, creed, color or national origin prohibited.

C. Federal Cases:

1. *Plyler v. Doe*, 457 U.S. 202 (1982).

INSTRUCTIONAL SERVICES FOR LIMITED ENGLISH PROFICIENCY STUDENTS

Code **IHBEA-R** Issued **DRAFT/16**

In order for students with limited English proficiency (LEP) to attain the highest levels of academic achievement, the district will adhere to the procedures set forth below.

Assessment

Parents/Legal guardians will be notified during a parent conference, no later than 30 days after the start of the school year or within two weeks if enrolled during the school year, if their child has been identified as LEP and is eligible for participation in the district's LEP services.

The district must ensure parents/legal guardians are aware of the following:

- reasons for the identification of the student as LEP and the need for placement in a language instruction educational program
- student's level of English proficiency, how this level was assessed, and the status of the student's academic achievement
- method of instruction used in the services in which the student is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and the student's native language
- services in which the student is, or will be, participating and how they will meet the educational strengths and needs of the student
- how the services will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation
- specific exit requirements for the services, the expected rate of transition from the services into classrooms that are not tailored for limited English proficient students, and the expected rate of graduation from secondary school for the services
- in the case of a student with a disability, how the program meets the objectives of the individualized education program (IEP) of the student

The district will inform parents/legal guardians in writing of the right to remove their child immediately from such services upon their request and the right to decline to enroll their child in the services. Parents/Legal guardians must also be informed of their right to choose another program or method of instruction, if available.

Issued ^

GRADING/ASSESSMENT SYSTEMS

Code **IKA-R(1)** Issued

Grading Scales

Kindergarten

Student progress in kindergarten is reported for S. C. Kindergarten Standards using a standards-based report card. Numerical grades are not assigned.

Grades one and two

Student progress in grades one and two is reported for all subjects using current S.C. curriculum standards on a standards-based report card. Numerical grades are not assigned.

Grades three through five

Student progress in grades three through five is reported for all subjects using current S.C. curriculum standards on the same numerical scale used in the State Uniform Grading Scale.

Grades six through 12

Student progress in grades six through 12 is reported for all subjects as follows:

| Letter Grade | Numerical Average |
|---------------------|--------------------------|
| A | 90 - 100 |
| B | 80 - 89 |
| C | 70 - 79 |
| D | 60 - 69 |
| F | Below 60 |

State Uniform Grading Scale (Grades Nine through 12)

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios follows.

| South Carolina Uniform Grading Scale Conversions | | | | |
|---|---------------------|---------------------|---------------|--------------------------|
| Numerical Average | Letter Grade | College Prep | Honors | AP/IB/Dual Credit |
| 100 | A | 5.000 | 5.500 | 6.000 |
| 99 | A | 4.900 | 5.400 | 5.900 |
| 98 | A | 4.800 | 5.300 | 5.800 |
| 97 | A | 4.700 | 5.200 | 5.700 |
| 96 | A | 4.600 | 5.100 | 5.600 |
| 95 | A | 4.500 | 5.000 | 5.500 |
| 94 | A | 4.400 | 4.900 | 5.400 |
| 93 | A | 4.300 | 4.800 | 5.300 |
| 92 | A | 4.200 | 4.700 | 5.200 |

| South Carolina Uniform Grading Scale Conversions | | | | |
|--|--------------|--------------|--------|-------------------|
| Numerical Average | Letter Grade | College Prep | Honors | AP/IB/Dual Credit |
| 91 | A | 4.100 | 4.600 | 5.100 |
| 90 | A | 4.000 | 4.500 | 5.000 |
| South Carolina Uniform Grading Scale Conversions | | | | |
| Numerical Average | Letter Grade | College Prep | Honors | AP/IB/Dual Credit |
| 89 | B | 3.900 | 4.400 | 4.900 |
| 88 | B | 3.800 | 4.300 | 4.800 |
| 87 | B | 3.700 | 4.200 | 4.700 |
| 86 | B | 3.600 | 4.100 | 4.600 |
| 85 | B | 3.500 | 4.000 | 4.500 |
| 84 | B | 3.400 | 3.900 | 4.400 |
| 83 | B | 3.300 | 3.800 | 4.300 |
| 82 | B | 3.200 | 3.700 | 4.200 |
| 81 | B | 3.100 | 3.600 | 4.100 |
| 80 | B | 3.000 | 3.500 | 4.000 |
| 79 | C | 2.900 | 3.400 | 3.900 |
| 78 | C | 2.800 | 3.300 | 3.800 |
| 77 | C | 2.700 | 3.200 | 3.700 |
| 76 | C | 2.600 | 3.100 | 3.600 |
| 75 | C | 2.500 | 3.000 | 3.500 |
| 74 | C | 2.400 | 2.900 | 3.400 |
| 73 | C | 2.300 | 2.800 | 3.300 |
| 72 | C | 2.200 | 2.700 | 3.200 |
| 71 | C | 2.100 | 2.600 | 3.100 |
| 70 | C | 2.000 | 2.500 | 3.000 |
| 69 | D | 1.900 | 2.400 | 2.900 |
| 68 | D | 1.800 | 2.300 | 2.800 |
| 67 | D | 1.700 | 2.200 | 2.700 |
| 66 | D | 1.600 | 2.100 | 2.600 |
| 65 | D | 1.500 | 2.000 | 2.500 |
| 64 | D | 1.400 | 1.900 | 2.400 |
| 63 | D | 1.300 | 1.800 | 2.300 |
| 62 | D | 1.200 | 1.700 | 2.200 |
| 61 | D | 1.100 | 1.600 | 2.100 |
| 60 | D | 1.000 | 1.500 | 2.000 |
| 59 | F | 0.900 | 1.400 | 1.900 |
| 58 | F | 0.800 | 1.300 | 1.800 |
| 57 | F | 0.700 | 1.200 | 1.700 |
| 56 | F | 0.600 | 1.100 | 1.600 |
| 55 | F | 0.500 | 1.000 | 1.500 |
| 54 | F | 0.400 | 0.900 | 1.400 |
| 53 | F | 0.300 | 0.800 | 1.300 |
| 52 | F | 0.200 | 0.700 | 1.200 |
| 51 | F | 0.100 | 0.600 | 1.100 |
| 0-50 | F | 0.000 | 0.000 | 0.000 |
| 50 | WF | 0.000 | 0.000 | 0.000 |
| 50 | FA | 0.000 | 0.000 | 0.000 |
| | WP | 0.000 | 0.000 | 0.000 |
| - | P | 0.000 | 0.000 | 0.000 |
| - | NP | 0.000 | 0.000 | 0.000 |
| - | AU | 0.000 | 0.000 | 0.000 |

PAGE 3 - IKA-R - GRADING/ASSESSMENT SYSTEMS

When a student successfully recovers the credit for a failed course a "P" will be recorded as the letter grade. When a student fails to recover the credit for a failed course an "NP" will be entered as the letter grade. When a student is allowed to audit a course, an "AU" will be recorded for the letter grade. The course and grade information will display on the student's transcript.

Conversion Process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show course title and level/type of course taken. The grading scale will be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student's record:

A = 95
B = 85
C = 75
D = 65
F = 50

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the average will be converted to a numerical grade of 65.

If the transcript shows that the student has earned a grade of "P" (passing), that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P".

If no numerical average can be obtained from the sending institution, the receiving school will calculate the student's cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the "P."

The district will consider a student's transcript along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits from homeschoools.

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End-of-Course Testing

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time and all requirements will apply.

Honors Courses

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate*.
- Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.
- Assessments must align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Advanced Placement (AP) and International Baccalaureate (IB) Courses

The following criteria apply to the College Board's Advanced Placement (AP) courses and to International Baccalaureate (IB) courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency:

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one credit with the quality point above the CP weighting.
- A standard-level (SL) IB course can carry only one quality point weighting per course. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

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Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and college credits for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions.

College remediation and orientation classes for dual credit will be weighted as CP.

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

Grade Point Averages (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will be rounded to the third decimal place as outlined in the state's uniform grading policy. All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

The board will determine the criteria for determining honor graduates, to include valedictorian or salutatorian, and may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

Course Withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a WF and the F (as a 50) will be calculated in the student's overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a WP. The district will establish withdrawal limitations for distance learning courses.

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Students who drop out of school or are expelled after the allowed period for withdrawal, but before the end of the grading period, will be assigned grades in accordance with the following:

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

If a student fails a course due to excessive absences and is unable to successfully make up the work or demonstrate proficiency in the course, the school will record an FA on his/her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50.

Retaking Courses

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a D or F in that course. The student's transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA.

The student may retake the course either during the current school year or during the next school year but no later than the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, only the highest grade will be used in figuring the student's GPA.

Auditing a Course

A student may apply to audit a course and to receive a grade of AU that will have no impact on the student's GPA. Students must complete an Application to Audit. The decision to audit must be made in prior to the end of the drop/add period or in advance of taking the course. The student must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course must be marked for "no credit" and "not included in GPA" at the student level. Students who audit a course that requires an End-of-Course Examination should not take the End-of-Course Examination Program (EOCEP). Students auditing an AP or IB course may take the examinations at their own expense since the state only provides funds for students formally enrolled in AP courses.

Home School Grades

The criteria for accepting transcripts from homeschools are a local decision. The McCormick County School District may review the homeschool student's transcript and request additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits coming from homeschools. Homeschool students may have weighted course credits. If so, the district may review supporting evidence from the parent/student or the home school association to justify the weighting. The district may also apply the SC Honors Framework to the evidence provided to determine if honors weight can be transferred to the public school transcript. When a course credit coming from a homeschool has no match in the state high school Activity Coding System manual, an "elective transfer credit" in the content area may be awarded for that course.

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International Grades

The criteria for accepting international transcripts from international students are a local decision. The McCormick County School District may review the student's transcript. Where there are questions about a particular course, districts may attempt to gather as much course information from the sending school including course syllabi, standards, end of course assessment results, etc., to determine the course credits that are the best match. International students may have a course credit that is awarded at honors weight. If so, the district may review supporting evidence to justify the honors weighting. The district may also apply the SC Honors Framework to the evidence provided by the student. When a course credit coming from an international school has no match in the state Activity Coding System manual, an "elective transfer credit" in the content area may be awarded for that course. Additional guidance may be obtained from the Office of Federal and State Accountability at the SCDE on an individual basis.

Issued 7/18/2016,

McCormick County School District

Position Description

POSITION TITLE: Administrative Assistant for Special Services

SUMMARY:

The Administrative Assistant for Special Services position is responsible for supporting the overall special education program by assisting with oral and written communication and managing records for students and staff including, but not limited to, Individualized Education Plans (IEPs), teacher caseloads, and state reporting of special education data, and the Medicaid billing process.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*
TO ASSIST THE COORDINATOR OF SPECIAL SERVICES AND SCHOOLS BY
PROVIDING A WIDE VARIETY OF COMPLEX AND CONFIDENTIAL SUPPORT OF
SPECIAL EDUCATION PROGRAMS AND SERVICES.

Assist principals, school staff, and community with broad special education and Section 504 services .

- Demonstrate positive interpersonal relationships with students, staff, parents, and community members.
- Respond to requests from principals, teachers, related service providers, outside agencies, and parents in a timely manner.
- Serve as a liaison between the district and school staff, parents, and outside service providers to schedule IEP meetings and/or required trainings.
- Distribute Child Find brochures to schools and community organizations.
- Copy and sends special education records to outside agencies/schools when students transfer to other districts or seek services from support organizations.
- Assist schools in securing special education records for students transferring-in to the district.
- Assist schools in disseminating Section 504 records for students exiting the district.
- Assist the Learning Center in scheduling transition meetings with a BabyNet representative.
- Answer phone calls and emails about general special education procedures.

- Maintain an inventory of special education expenditures by keeping a file system of purchase orders and invoices and an electronic system of scanning/recording non-consumable supplies, materials, and equipment.
- Assist in monitoring budget details and encumbered spending by running and maintaining monthly reports.
- Serve as the primary contact for advising schools and special education teachers about general matters such as professional development dates/times, ordering supplies and materials and attending conferences or unique events.
- Follow confidentiality laws such as FERPA and HIPPA to protect student information.
- Organize the special services office areas for efficiency, safety, and professional appearance.

Collaboratively assist with the Federal and State Offices of Special Education Programs and the Department of Health and Human Services/Medicaid.

- Send correspondence to school officials and special education teachers regarding IDEA updates or changes.
- Assist Medicaid and the Office of Special Education Programs with broad questions they may call or email about concerning the district's special education reports or services.
- Maintain appropriate documentation for the annual Medicaid quality assurance monitoring visit, which includes gathering and organizing files.
- Assist in scheduling and providing professional training for teachers, therapists, and school staff about Medicaid services and Enrich.
- Review state and district policies and procedures manuals to be familiar with regulations for maintaining compliance with IDEA, Medicaid, and Section 504.
- Attend district/state-level trainings to stay current with information and updates regarding Enrich and Medicaid billing.

EDUCATION and/or EXPERIENCE:

- High School diploma or GED
- Associate's Degree preferred
- Minimum two years of successful experience as clerk/secretary
- Knowledge of word processing, spreadsheets, and databases
- Outstanding oral and written communications skills

Department: Instruction/Special Services

Reports to: District Superintendent

Days: 240

McCormick County School District

Position Description

POSITION TITLE: Special Services Coordinator

SUMMARY:

The Special Services Coordinator is responsible for the implementation of the Individuals with Disabilities Education Act (IDEA), a federal education law that provides specially-designed instruction and related services to students with disabilities. The Coordinator shall provide leadership to schools and district officials to ensure that students with disabilities are appropriately served and supported in the least restrictive environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

TO FACILITATE THE PROVISION OF SERVICES FOR STUDENTS WITH DISABILITIES AND MAINTAIN DISTRICT COMPLIANCE FOR STUDENTS SERVED IN SPECIAL EDUCATION AND SECTION 504 SETTINGS.

Assure that schools comply with all laws and requirements of IDEA and Section 504 and assist principals, staff, and community.

- Establish and facilitate procedures for the district to implement IDEA and provide services to students in special education programs.
- Ensure district and school compliance to state and federal laws and regulations relating to students with IEPs/504 plans and students referred to special education.
- Ensure appropriate delivery of both special education instruction and related services as stipulated on IEPs/504 plans.
- Provide training and technical assistance to case managers, teachers, related service providers and support service professionals on all aspects of case management, including use of computer systems for the special education process (Enrich), writing of IEP goals, progress reports, annual reviews and parent communication.
- Provide school and district personnel with professional learning and updates regarding legal requirements and special education/Section 504 services.
- Develop and initiate screening programs for continuous identification of students referred for special education.
- Consult with school staff and parents regarding special education/Section 504 issues or concerns.
- Oversee the Extended School Year (ESY) program for students in special education including the assignment of staff and development of the program.

Collaborate with other district personnel (e.g. District administrators, building principals, teachers, etc.) to identify, evaluate, and implement research-based curricular materials and instructional methods that support academic and functional skills for students with disabilities.

- Collaborate with the principal and other school and district personnel to plan and implement professional training for teachers, aides, administrators, pupil services personnel, parents, and community members regarding special education/Section 504.
- Provide guidance to schools regarding the Multi-tiered System of Support (MTSS) and appropriate interventions at each tier.
- Stay abreast of current research in the field of special education and relay evidenced-based instructional and behavioral methodologies to schools.
- Collaborate and assist the Office of Special Education Programs in monitoring school-level compliance of Individualized Education Programs (IEPs).
- Assist the Director of Finance in monitoring IDEA funds and submitting financial report for fiscal auditing.
- Assist the Director of Human Resources in hiring and retaining teachers, therapists, and other special education/related services providers.
- Provide targeted assistance to other employees and departments as needed.

Coordinate the Special Services Program.

- Develop required and needed programs for all students with disabilities through systematic planning efforts.
- Monitor special education caseloads to recommend staff expansion or reduction.
- Prepare and submit all federal and state data reports.
- Develop budgets for IDEA and maintain expenditure control.
- Interpret the federal and state accountability in special education to the Board and other district stakeholders.
- Cooperate with public and private agencies in securing and providing services for students with disabilities.
- Serve as the primary contact for advising schools and special education teachers about all phases of special education programming for students with disabilities ages 3 – 21.
- Ensure compliance with the defined regulations of special education and Section 504.
- Ensure compliance to FERPA/HIPPA regarding confidentiality of students' educational records and personally-identifiable information.
- Coordinate professional learning for schools regarding best instructional practices for students with disabilities.

- Attend state-level training in order to stay current in reference to the legal guidelines and procedures relative to IDEA and Section 504.
- Review progress-monitoring data of students served in special education programs to ensure optimal student learning experiences.

Collaboratively coordinate with the Federal and State Offices of Special Education Programs:

- Communicate new regulations and initiatives annually for the district.
- Work with the District Testing Coordinator to ensure IEP/Section 504 compliance for testing students with disabilities.
- Coordinate and assist with the Federal and State Programs Office to ensure compliance with the defined regulations of special education/Section 504 guidelines.
- Coordinate professional learning for school-level staff on IDEA guidelines and regulations and best instructional practices for students with disabilities.
- Coordinate district-wide efforts to develop appropriate curriculum development and instructional resources for special education programs.
- Attend state-level training in order to stay current in reference to the guidelines and procedures relative to IDEA/Section 504.

EDUCATION and/or EXPERIENCE:

- Master's degree or higher
- SC certification in Special Education
- Administrative certification preferred
- Minimum of five years of successful teaching experience
- Experience in supervision or experience in curriculum development or instruction is preferred
- Exceptional interpersonal skills
- Outstanding oral and written communications skills
- Advanced computer skills and knowledge of the Enrich database for special education
- Knowledge of budgeting procedures/fiscal management

Department: Instruction/Special Services

Reports to: District Superintendent

Days: 240

McCormick County School District
Position Description

**POSITION TITLE: Coordinator of Federal and Special
Projects**

SUMMARY: The Coordinator of Federal & Special Projects works under the supervision of the Superintendent. Federal and special projects included in the position are as follows: Title I, Title II, Title III, McKinney-Vento, Migrant Education, Instructional Provisos, Textbook Adoption, 21st Century, Arts in Basic Curriculum, CERDEP, Read to Succeed etc. The responsibilities and functions include program administration of funds and improvement of instruction in these areas. He/she is responsible for ensuring that all programs are operated within the guidelines of federal and state laws and regulations. He/she is the supervisor of instruction for the Artistic Programs, ESOL programs, CERDEP, 21st Century, Read to Succeed, Title I Programs, and other federal or state granted programs working in cooperation with the administration and teachers of these schools.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*
TO FACILITATE THE IMPROVEMENT OF STUDENT LEARNING AND THE SCHOOL'S
ACADEMIC ACHIEVEMENT IN TITLE I SCHOOLS

TITLE I AND TITLE II

Assure that the school complies with all laws and requirements of Elementary and Secondary Education Act and Title I and will assist the principal, staff, and community in:

- Conducting a comprehensive needs assessment through analysis of disaggregated student performance data, demographic data, and other pertinent indicators;
- Developing a district-wide Title I plan that focuses monetary and human resources on identified needs;
- Monitoring consistently the accurate implementation of all aspects of the Title I plan;
- Conducting both formative and summative evaluation of the effectiveness of the Title I plan;
- Implementing the requirements of parent involvement policies and school-parent compacts;
- Assisting schools in organizing and conducting parent involvement programs that may include but are not limited to literacy, parenting, parent-child academic interactions, and community activities;
- Ensuring the accuracy of the Title I Equipment inventory;

- Developing and implementing extended day or extended year academic programs;
- Determining the school's status relating to meeting state-identified accountability requirements through an analysis of disaggregated student performance data.
- Collaborating with the principal and other school and district personnel to plan and implement professional training for teachers, aides, administrators, pupil services personnel, parents, and other community audiences.
- Collaborating with the principal and other school and district personnel to identify, evaluate, and implement research-based curricular materials and instructional methods that support the required strategies of Title I and the required state and district academic standards in mathematics and English Language Arts.
- Assisting with federal and state Title I program evaluations.
- Serving as a member of Title I school and district planning and advisory committees.
- Monitoring school-level compliance of all Title I assurances and in collect and archive all required Title I documentation.
- Working flexible hours (some after school hours) to facilitate staff training, parenting and tutoring programs, enrichment activities, and other duties as assigned from the school and/or district level.
- Assuming other related Title I duties as assigned by the Superintendent.
- Overseeing the budget plans for Neglected & Delinquent (N&D) funding while working closely with the district's Family Liaisons to ensure that qualifying students receive the necessary support.
- Ensuring compliance with the defined regulations of N&D.

MCKINNEY-VENTO AND TITLE III

- Ensure compliance with the defined regulations of the McKinney-Vento Act.
- Work with schools to identify students who qualify for Migrant Education status and ensure that the qualifying students receive the necessary support
- Collaborate with the Early Childhood, Elementary, and Secondary Coordinators to develop the Title III Program
- Develop the annual Title III plan for the school district.
- Ensure that qualifying students are identified and served with ESOL services.
- Serve as the primary contact for advising schools and Title III/ESOL teachers.
- Ensure compliance with the defined regulations of the Title III/ESOL guidelines and regulations and best instructional practices for English Language Learners.
- Coordinate district-wide efforts to develop appropriate curriculum development and instructional resources for the Title III/ESOL program.
- Oversees the budget for Title III funding.
- Ensures compliance with all federal and state requirements.

- Attends state-level training in order to stay current in reference to the guidelines and procedures relative to Title III/ESOL.
- Review aggregated and disaggregated data to ensure growth in ESOL student performance.

COORDINATE 21ST CENTURY PROGRAMS

- Establish Campus-Based After School program and Summer Bridge Program (when available) that strives to improve student academics, attendance behavior, promotion rates, and graduation rates.
- Plan, develop, implement, and evaluate overall programs, services and activities to ensure they meet state objectives and the needs and interests of students.
- Ensure the establishment and implementation of all policies and procedures that fulfill the requirements of the 21st Century Learning Centers.
- Ensure the reporting of student data and information from each center to meet grant reporting requirements to ensure that timelines will be met.
- Compile regular reports reflecting all activities, attendance, participation, or other data as needed.
- Ensure the control of center expenditures against the grant budget.
- Help recruit and negotiate community- based organizations and volunteers for the program.
- Provide direct and indirect supervision of Site Coordinators.
- Ensure administrative and operational systems are in place to maintain the operation of the physical properties and equipment.
- Ensure and enforce compliance with organizational policies and procedures for all staff.
- Require, manage and provide staff development opportunities for staff and volunteers.
- Conduct regular staff meetings.
- Ensure a productive work environment at all sites.
- Ensure that plans for technology, information management systems and updating staff skills are implemented.
- Develop partnerships with parents, community leaders and organizations.
- Develop and maintain public relations to increase the visibility of the after-school and summer programs, services, and activities within the community.
- Supervise and coordinate all staff and volunteers at special events.
- Maintain contact with external community and school groups, students' parents, and others to assist in resolving problems and to market/ promote the program.
- Articulate the district's mission, instructional philosophy, and curriculum implementation strategies to the community and solicit its support in realizing the district's mission.

DISTRICT READ TO SUCCEED (R2S) LIAISON

- Provide support for the effective implementation of Act 284-Read to Succeed legislation through planning, budgeting, implementing, and evaluating.

- Oversee district reading coaches and act as a liaison between the coach and the South Carolina Department of Education (SCDE).
- Provide assistance in determining third grade retention, Literacy Assessment Portfolios, and parent conferences on reading success and “Good Cause Exemptions.”
- Coordinate Summer Reading Camp per SCDE regulations.
- Provide support to teachers concerning Read to Succeed guidelines.
- Provide information for related Reach to Succeed courses available for teachers to acquire their needed Literacy Teacher credentials.

CERDEP

- Collaborate with the Early Childhood Coordinator to ensure compliance with CERDEP regulations.

CERTIFICATIONS/QUALIFICATIONS:

- Master’s degree or higher
- Valid South Carolina teacher credential; administrative certification preferred.
- Experience in supervision or experience in curriculum development or instruction is preferred.
- Experience in the following is also preferred: 1) Five years’ experience with Title I programs; 2) Extensive knowledge of Title I and other federal/special programs legislation
- Exceptional interpersonal skills
- Outstanding oral and written communications skills
- Advanced computer skills
- Knowledge of budgeting procedures

DEPARTMENT: Instruction

REPORTS TO: District Superintendent

DAYS: 240

McCormick County School District

Position Description

POSITION TITLE: Early Learning & Elementary Coordinator

SUMMARY:

The Early Learning & Elementary Coordinator works under the supervision of the Superintendent. Early learning and elementary includes curriculum and instructional programs in grades Pre-k through 6th and local childcare centers. The Early Learning & Elementary Coordinator is responsible for ensuring that all curriculum and instructional programs are operated within the guidelines of the federal and state laws and regulations. He/She coordinates with other instructional personnel for CERDEP, Read to Succeed, GT Academics and Artistic Programs, Science, Technology, Engineering, Arts, and Mathematics(STEM), and ESOL programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*
TO FACILITATE THE IMPROVEMENT OF STUDENT LEARNING AND THE SCHOOL'S
ACADEMIC ACHIEVEMENT IN EARLY LEARNING AND ELEMENTARY

Assure that school complies with all laws and requirements of Elementary and Early Learning and will assist principal, staff, and community in:

- Coordinate the development of instructional materials, policies, and guidelines related to the early childhood and elementary programs.
- Conducting a comprehensive needs assessment through analysis of disaggregated student performance data, demographic data, and other pertinent indicators.
- Developing a district-wide strategic plan that focuses the alignment of curriculum, instruction, and assessment.
- Keeping abreast with of new and innovative programs and teaching techniques.
- Monitoring consistently the accurate implementation of all aspects of the district's professional development plan.
- Conducting both formative and summative evaluation of the effectiveness of the district's strategic plan, professional development plan, and program effectiveness.
- Assist schools in organizing and conducting parent involvement programs that may include, but are limited to literacy, parenting, parent-child academic interventions, and community activities.
- Developing and implementing extended day or extended year academic programs.
- Oversee the recruitment and screening procedures for the 4K program.

- Assess the use of district curriculum programs and materials for the purpose of evaluating program effectiveness.

Collaborate with other district personnel (e.g. District administrators, building principals, teachers, etc.) to identify, evaluate, and implement research-based curricular materials and instructional methods that support academic standards in elementary and early learning.

- Collaborate with the principal and other school and district personnel to plan and implement professional training for teachers, aides, administrators, pupil services personnel, parents, and community members.
- Collaborate and assist the Federal Programs Office Coordinator in monitoring school-level compliance of all federal program assurances and in collecting and archiving all required documentation.
- Serve as a member of district planning and advisory committees.
- Work flexible hours to facilitate staff training, parenting and tutoring programs, enrichment activities, and other duties as assigned from the school and/or district level.
- Provides general assistance to other employees and departments as needed.

Coordinate the Gifted and Talented Academic/Artistic Program.

- Develops annual GT plan for the school district.
- Works collaboratively with the District Testing Coordinator to ensure that the qualifying students are identified and served.
- Serves as the primary contact for advising schools and GT teachers.
- Ensure compliance with the defined regulations of the GT guidelines.
- Coordinates professional learning school-level staff on GT guidelines and regulations and best instructional practices for gifted learners.
- Coordinates district-wide efforts to develop appropriate curriculum development and instructional resources for the GT program.
- Oversees the budget for GT funding.
- Attends state-level training in order to stay current in reference to the guidelines and procedures relative to GT.
- Reviews aggregated and disaggregated data for gifted learners to ensure optimal student learning experiences.

Collaboratively coordinates with the Federal Programs Office with the Title III program and ESOL services to:

- Develop the annual Title II plan for the district.
- Works with the District Testing Coordinator to ensure that qualifying students are identified and served with ESOL services.

- Coordinate and assist with the Federal Programs Office to ensure compliance with the defined regulations of the Title III/ESOL guidelines.
- Coordinates professional learning for school-level staff on Title III/ESOL guidelines and regulations and best instructional practices for English Language Learners.
- Coordinates district-wide efforts to develop appropriate curriculum development and instructional resources for Title III/ESOL.
- Attends state-level training in order to stay current in reference to the guidelines and procedures relative to Title III/ESOL.
- Reviews aggregated and disaggregated data to ensure growth in ESOL student performance.

EDUCATION and/or EXPERIENCE:

- Master's degree or higher
- SC certification in Early Childhood or Elementary; Administrative certification.
- Minimum of five years of successful teaching experience.
- Experience in supervision or experience in curriculum development or instruction is preferred
- GT Endorsement preferred
- Exceptional interpersonal skills
- Outstanding oral and written communications skills
- Advance computer skills
- Knowledge of budgeting procedures

Department: Instruction

Reports to: District Superintendent

Days: 240

**McCormick County School District
FY 2018-2019 Proposed General Fund Budget**

**Revenue
August 7, 2018**

| REVENUE Account Number/Description | | Original Budget |
|---|------------------------------------|------------------|
| 100-001-210-0000-00 | AD VALOREM TAXES | 3,515,766 |
| 100-001-280-0000-00 | REVENUE IN LIEU OF TAXES | 76,411 |
| 100-001-510-0000-00 | INTEREST ON INVESTMENTS | 350 |
| 100-001-910-0000-00 | RENTALS (BUILDINGS) | 11,000 |
| 100-001-990-0000-00 | TRANS REBATES RECORDS MISC | 2,500 |
| LOCAL REVENUE | | 3,606,027 |
| 100-003-160-0000-00 | BUS DRIVERS SALARY | 131,000 |
| 100-003-162-0000-00 | BUS DRIVERS WORKERS COMP | 7,500 |
| 100-003-180-0000-00 | FRINGE BENEFITS EMPLOYER | 513,855 |
| 100-003-181-0000-00 | RETIREE INSURANCE | 246,957 |
| STATE RESCTRICTED | | 899,312 |
| 100-003-3xx-0000-00 | EDUCATION FINANCE ACT FUNDING 2485 | 1,176,150 |
| 100-033-110-100-000 | KINDERGARTEN | |
| 100-033-120-100-000 | PRIMARY | |
| 100-033-130-100-000 | ELEMENTARY | |
| 100-033-140-100-000 | HIGH SCHOOL | |
| 100-033-150-100-000 | TRAINABLE MENTAL HANDICAPPED | |
| 100-033-160-100-000 | SPEECH HANDICAPPED | |
| 100-033-170-100-000 | HOME BOUND | |
| 100-033-210-100-000 | EMOTIONALLY HANDICAPPED | |
| 100-033-220-100-000 | EDUCABLE MENTALLY HANDICAPPED | |
| 100-033-230-100-000 | LEARNING DISABILITIES | |
| 100-033-240-100-000 | HEARING HANDICAPPED | |
| 100-033-250-100-000 | VISUALLY HANDICAPPED | |
| 100-033-260-100-000 | ORTHOPEDICALLY HANDICAPPED | |
| 100-033-270-100-000 | VOCATIONAL | |
| 100-033-310-100-000 | AUTISM | |
| 100-033-320-100-000 | HIGH ACHIEVING STUDENTS | |
| 100-033-340-100-000 | ESOL-ESL | |
| 100-033-510-100-000 | ACADEMIC ASSISTANCE | |
| 100-033-520-100-000 | POVERTY | |
| 100-033-530-100-100 | DUAL-CREDIT ENROLLMENT | |
| EDUCATION FINANCE ACT CATEGORIES | | |

**McCormick County School District
FY 2018-2019 Proposed General Fund Budget**

**Revenue
August 7, 2018**

| REVENUE Account Number/Description | | Original Budget |
|------------------------------------|--|-------------------|
| 100-003-810-0000-00 | PROPERTY TAX RELIEF | 404,119 |
| 100-003-820-0000-00 | HOMESTEAD EXEMPTION | 366,391 |
| 100-003-825-0000-00 | PROPERTY TAX RELIEF (TIER III) | 2,500,000 |
| 100-003-830-0000-00 | MERCHANTS INVENTORY | 8,103 |
| 100-003-890-0000-00 | MOTOR CARRIER | 27,850 |
| 100-003-840-0000-00 | MANUFACTURERS TAX EXEMPT | 25,000 |
| 100-003-999-0000-00 | STATE REVENUE TEACHER SAL SUPPL & FRINGE | 191,859 |
| STATE REVENUE IN LIEU | | 3,523,322 |
| McCormick Overage | | 439,762 |
| 100-004-999-0004-00 | JROTC | 35,000 |
| FEDERAL | | |
| 100-005-230-0000-00 | TRANSFER FROM EIA-SALARY | 178,876 |
| 100-005-230-0000-00 | TRANSFER FROM EIA-FRINGE | 22,050 |
| 100-005-230-0000-00 | SPECIAL REVENUE CODE | 244,521 |
| 100-005-230-0000-00 | TRANSFER INDIRECT COST | 82,500 |
| | | 527,947 |
| Total Revenue Budget | | 10,207,520 |

McCormick County School District
FY 2018-2019 General Fund Budget
Expenditures by Function
August 7, 2018

| Expenditure Function | Original Budget |
|----------------------------------|------------------------|
| 111 KINDERGARTEN | \$305,160 |
| 112 PRIMARY | 284,545 |
| 113 ELEMENTARY (MES) | 804,562 |
| 113 ELEMENTARY (MMS) | 944,136 |
| 114 HIGH SCHOOL | 943,012 |
| 115 VOCATIONAL | 743,048 |
| 121 EDUCABLE MENTALLY HAND. | 189,088 |
| 122 TRAINABLE MENT. HANDICAP | 53,760 |
| 126 SPEECH HANDICAPPED | 10,500 |
| 127 LEARNING DISABILITIES | 249,739 |
| 145 HOMEBOUND | 8,760 |
| 161 AUTISM | 950 |
| 188 PARENTING/FAMILY LITERACY | 50,450 |
| 211 ATTENDANCE-SOCIAL WORK | 51,960 |
| 212 GUIDANCE | 267,699 |
| 221 IMP. OF INST. CURRICULM | 277,720 |
| 222 LIBRARY & MEDIA SERVICES | 191,771 |
| 224 IMP. OF INST. IN SERVICE | 580,133 |
| 231 BOARD OF EDUCATION | 193,665 |
| 232 OFFICE OF SUPERINTENDENT | 232,505 |
| 233 SCHOOL ADMINISTRATION | 680,776 |
| 251 STUDENT TRANS. FED/DIST | 7,840 |
| 252 FISCAL SERVICES | 205,928 |
| 254 OPERATION & MAINTENANCE | 1,206,012 |
| 255 STUDENT TRANSPORTATION | 398,323 |
| 258 SECURITY | 56,460 |
| 263 INFORMATION SERVICES | 16,725 |
| 264 STAFF SERVICES | 178,580 |
| 266 TECHNOLOGY & DATA PROCESS | 644,740 |
| 271 PUPIL SERVICE ACTIVITIES | 368,926 |
| 350 CUSTODY AND CARE OF CHILDREN | 60,047 |
| Total Expenditure Budget | \$10,207,520 |