Regular Meeting of the Board of School Trustees
MES/MMS Cafeteria
6979 Hwy 28 South
McCormick, South Carolina 29835
April 8, 2019
AGENDA

6:00 EXECUTIVE SESSION:

1. Personnel Matters (Leaves, Hires, Separations, Teacher Contracts)
2. Contractual Matters
3. Student Matters

7:00 REGULAR SESSION:

I. **Call to Order** .... Chairman Moss
   Declare a Quorum   Moment of Silence   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. **Approval of Minutes**

V. **Board Spotlight**
   MES ~ Ms. Nynita Paul
   MMS ~ Mrs. Gena Wideman
   MHS ~ Mr. Steve English

VI. **Public Comments**

VII. **Office of Superintendent**
   a. Budget .... (I)
   b. McCormick Elementary School Diagnostic Review .... (I)
   c. McCormick Elementary School Curriculum Design .... (I)
   d. McCormick County and District Demographics .... (I)
   e. Second Reading of Policies KA, KB, KBB, KC, KCA, KCD, KD, KDB, KDD .... (A)
   f. First Reading of Policies- KBE, KDDA, KE, KEC, KEC-R, KEC-E, KF, KF-R, KF-E, KLG, KLF, KHC, KHE(A)
   g. Job Description –Art Teacher, Middle School Secretary, Special Education Teacher – Emotional Disability, Food Service Operations Substitute Teaching (A)
   h. Instructional Programs (A)

VIII. **Public Comments on Agenda Items**

Second Executive Session if Needed

Adjournment

Inspiring, challenging, and preparing our students for tomorrow's global opportunities

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McCormick County School District Board of Trustees
Regular Meeting
March 14, 2019
7:00 p.m.

Executive Session

Motion to go into Executive Session by Verteema Chiles, seconded by Heather McNally.

All in Favor.

Motion to adjourn Executive Session by Christine Lee, Seconded by Verteema Chiles.

All in Favor.

Members Present

a. Chairmen – Bernard Moss

Vice Chair - Verteema Chiles

Secretary - Heather McNally

Christine Lee

Janie Martin

Dr. Melody Wilt

(Absent: Karen Beckner)

James Moss called the meeting to order at 7:00 p.m. A quorum was declared.

Regular Session

I. **Call to Order**

Moment of Silence - Angela Garrett

Welcome – Dr. Melody Wilt

Pledge of Allegiance Heather McNally

II. **Approval of Agenda** – Motion to Approve Agenda by Christine Lee, Seconded by Janie Martin.

III. **Action on Executive Session Items**

Personnel Matters - Motion to eliminate two positions by Christine Lee, seconded by Dr. Melody Wilt that pursuant to the District's Certified Employee Education in Force (RIF) Policy, we approve the elimination of two instructional programs in the District, and consequently approve the termination of the employment of the employees who are affected by these program eliminations for the 2019-2020 school year, consistent with District policy.

All in favor.

IV. **Approval of Minutes** – Motion to approve Minutes by Heather McNally, Seconded by Verteema Chiles.

All in Favor.

V. **Spotlights**

MES

	Last Name	First Name
CARE	Hyndman	Matthew
HARD WORK	Padgett	Tatum
INTEGRITY	Sibert	Deverette
EXCELLENCE	Moton	Jordyn
FOCUS	Duncan	Ivan
STEADFAST	Bentley	Alexis

MMS- Student of the Month

6TH Grade — Brooklyn Glassburn

7th Grade — Destiny Williams

8th Grade — Wesley Wideman

Teachers of the Month — Teresa Lewis

Staff Member of the Month — Dr. Alicia Williams

MHS — Student of the Month

Star Academy — Ma'Nyriel Wideman

Chaela Moore

Syrenity Springfield

Laura Moton

Casy Starnes

Staff of the Month — Joy Bell Turman

Teacher of the Month — Courtney Lyles

VI.   Public Comments —

Angela Garrett — "Listening to overall view of the calendars with school getting out June 3 to July 4, teachers will not have enough time to get their plans together. Hope you think about the 9-2. On the uniform I am very confused. I do not think that football, band, basketball players when they are wearing their attire it should be their dress down day. While dressing down you should still dress appropriate. Take all this into consideration."

Joy Bell Turman — "on behalf of the juniors and seniors of MHS. This year has been the hardest to raise money because of the financial deficit, the budget that we are originally granted is no longer available. Prom is very important to our students. Prom has cost $5000 for food, decorations, keepsakes, crowns, security, janitors and other costs. Changes made this year to lower cost. With the principal permission we will have the prom off campus. We have secured a caterer. Hosting a "dine-to-donate" at the Greenwood Chik-fil-a"

Al Bell Jr.- "The year round school calendar? Study shows that it has not been successful. Children may need mediation; they can still learn. Study also show that teachers have four years less experience.

Al (Zion) Bell – "We have band camp every Summer for 6 weeks, we can't teach the new kids who will be coming to the bad the routines in 2 weeks. As a student everyone looks forward to the Summer. Band students play multiple Sports. We will not have time to get what we need together so please consider this when making the schedule"

Al Bell Sr. – "Could there have been goals set without going to calendars? Do the people of the community have any say so? We should have some say so as well since the Teachers and the Staff were allowed to vote. That is a drastic change

Fletcher Pierce – "How will the calendars effect the Piedmont Tech students, Students attending Abbeville and parents that work? The summer months are also used for bus maintenance. These things should be kept in mind as well?

Markisia Blair – "There has been a decrease in students attending the schools. Has anyone looked into are they leaving as a whole or for various reasons. I am team keep it like it is. 9-2 calendar are the only ones that supports fatigue, if you are out only four days does that give time to deal with fatigue. We can change calendars and put them in uniforms with that address the personnel issues. Look at quality of teachers We need to have the best teachers for our students.

VII. Office of the Superintendent

a) Budget Report – Superintendent Betty Bagley

b) Motion to approve Administrative Personnel for 2019-2020 By Heather McNally, seconded by Verteema Chiles. All in Favor.

c) Motion to approve the Second Reading of policies LA, LA, LBA by Melody Wilt, seconded by Janie Martin. All in Favor.

d) Motion to approve the First Reading of Policies KA, KB, KBB, KC, KCA, KCD, KD, KDB, KDD BY Heather McNally, seconded by Christine Lee. All in Favor

e) Approval of Job Descriptions – Motion to approve job descriptions by Verteema Chiles, seconded by Christine Lee. All in favor.

f) Motion to approve the Student Dress Code Policy Heather McNally, seconded by Dr. Melody Wilt. All in favor

g) 2019-2020 School Calendars – Presented by Superintendent Betty Bagley

h) Instructional Program – Presented by Betty Bagley

i) Motion to approve Overnight Trip by Christine Lee, seconded by Christine Lee, seconded by Heather McNally. All in Favor.

Public Comments –

Al Bell Jr. – "First Reading 6-0, then vote 9 days later is not a good look. There are things that I have not heard, I have heard all the pros and there are things that have not been taken into consideration"

Mrs. Cook – "I have been coming to the Board Meetings since 2006. I applaud you, I remember saying if you give them a new school it will change. We have to do something drastic for change. We came to both meetings to get some understanding."

Adjourn – Motion to adjourn by Dr. Melody Wilt, seconded by Janie Martin. All in favor.

Special Called Meeting/Workshop of the Board of School Trustees
MES/MMS Media Center
6979 Hwy 28 South
McCormick, SC 29835
March 20, 2019

Board Members Present:

Chairman - Bernard J. Moss

Vice Chairman - Verteema Chiles,

Secretary - Heather McNally

Christine Lee

Karen Beckner

Janie Martin

Dr. Melody Wilt

Student Al (Zion) Bell submitted a petition to Superintendent Betty Bagley to oppose the year round school calendar as well as the Student Dress Code Policy on "behalf of students of McCormick County School District". The Board reviewed the documents.

Approval of Agenda:

Christine Lee, seconded by Heather McNally, moved to approve the McCormick County School Board of Trustees Special Called Board Meeting agenda for March 20, 2019. Motion carried unanimously (7:0).

a) Second reading of Policy JICA/JICA-R

Verteema Chiles, seconded by Heather McNally, moved to approve the second reading of policy JICA/JICA-R with the Uniform Dress Code Policy. Motion carried by majority (6:1) with Karen Beckner on opposition.

b) Approval of 2019-2020 School Calendar

Heather McNally, seconded by Verteema Chiles, moved to approve a modified calendar for School Year 2019-2020. Motion carried unanimously (7:0).

Verteema Chiles, seconded by Christine Lee, moved to approve the 2019-2020 School Calendar Modified/Year "9-2" Round Option 1. Motion carried by majority (4:3) with Heather McNally, Janie Martin and Dr. Melody Wilt in opposition.

c) Approval of 2018-2019 Goals and Strategies

Heather McNally, seconded by Verteema Chiles, moved to approve the 2018-2019 Goals and Strategies as presented by Superintendent Betty Bagley. Motion carried unanimously (7:0).

Board Budget Workshop

Superintendent Betty Bagley and district directors presented preliminary budget information to the public.

Heather McNally, seconded by Christine Lee, moved to adjourn the special call meeting. Motion carried unanimously (7:0).

Inspiring, challenging and preparing our students for tomorrow's global opportunities

As a member of the Superintendent's Cabinet, I have had input in the development of the vision and mission of the school and district. More specifically in developing the goals/strategies, year-round school calendar, uniform dress code, development of job descriptions for all employees with evaluation tools and the implementation of effective programs. All stakeholders were invited to meetings regarding changes in the dress code and 19-20 school calendar. (See slide 3.)

CLEAR DIRECTION - VISION AND MISSION

CLEAR DIRECTION - VISION AND MISSION (CONTINUED)

The teachers are held to high standards for pedagogy and content knowledge. They are expected to deliver high-quality, rigorous instruction to our students in every subject, everyday. Instructional Coaches/Assistant Principal/Principal support teaching and learning through professional development, modeling lessons, coaching cycles and additional support requested by the teachers. We are in the process of building teaching capacity to strengthen their ability understand standards and curriculum and deliver high-quality, rigorous instruction.

HIGH EXPECTATIONS

As school leaders, we include teachers, paraprofessionals, parents, students, and the community at large in many of the school-level decisions made regarding student achievement and growth. Such opportunities include the book buddy program, flexible groups, school-improvement meetings, faculty meetings, paraprofessional meetings, parent-teacher meetings, multi-age meetings, Read to Succeed meetings and snack social with parents. The district school board meetings are also open to the public.

STAKEHOLDER INVOLVEMENT

In an effort to build a healthy culture at the school level, we have created and implemented a school-wide behavior system. This system includes a matrix, the use of class dojo to earn points individually and for their house. The house system is composed of 6 houses and each students K-5 chose a house during the first week of school and there are regular house meeting to build community among and between houses/students. We also give regular shout-out to teachers and students over the PA system and on the shout-out board. We are in the process of increasing our sense of community with all faculty and staff by conducting various adult social events. (See Artifacts Attachment in the Diagnostic Section)

HEALTHY CULTURE

To specifically address student culture, we recognize monthly students of the month by house and host a variety of student-parent social events. Examples include mother/son dinner, father/daughter dinner, mother/daughter tea and ice cream social. We plan to implement a uniform dress code for the 19-20 school year as well as a modified calendar. In order to highlight the importance of on-time graduation, we display class flags in two locations throughout the school and have had a "Class of" parade through the entire school complex (middle and high schools)

HEALTHY CULTURE (CONTINUED)

IMPLEMENTATION OF INSTRUCTION

Teachers have been provided opportunities to enhance their instruction through weekly in-house PD, regular faculty meetings, regular meetings with the superintendent, outside PD opportunities and visits to other schools and districts to observe innovative, effective practices.

Programs that we have implemented at our school include flexible groups in grades 1-5, school-wide flexible enrichment groups based on MAP data, the book buddy program, and project-based learning.

Instructional leaders and teachers regularly analyze data. The data is analyzed and studied to make staffing decisions, in consideration of purchasing new materials, and as part of the instructional process as teachers prepare to provide enrichment opportunities through flexible grouping and the use of innovative strategies.

Data Sources:

SC READY MAP

Fountas and Pinnell (F &P)

KRA Dial 4

TE 21 Benchmarks

Learning.com

NWEA Skills

Classroom Assessments

DATA

SUPPORT

School level support consists of an Instructional/Reading Coach, Instructional Coach, Assistant Principal and Principal. The support is delivered through modeling, walk-through observations with feedback, formal observations focus on areas of strengths and opportunities for growth, delivery of weekly PD, focused coaching cycles, and providing support with instructional planning.

Support from the District consists of cabinet meetings, delivery of Professional Development, decision-making in the use of resources, input in the writing of federal special projects and development of the budget.

STUDENT SUPPORT/EFFICACY

As part of student support, the instructional coaches work with flexible groups in the classroom and independently, and also work with intervention groups periodically. This support is provided based on data and teacher input.

The Principal and school leaders are tasked with the implementation of the policies as they are implemented by the board.

POLICIES

The current interim Superintendent has been MCSD since May of the 17-18 school year. I, as the instructional leader of the school, have been at MES since January of the 16-17 school year (2 years). With the constant change that the school and district have endured over the last 8 years, the initiated strategies, programs and policies are being redeveloped. The lack of consistency has given rise to stop-and-go initiatives, which sends mixed messages to the stakeholders. However, with clear goals/strategies and an articulated vision, our stakeholders are beginning to embrace the need for change. Our school and district theme for the year was Endless Possibilities. Through the articulated vision, we have been able to explore various programs and initiatives.

PROGRAMS
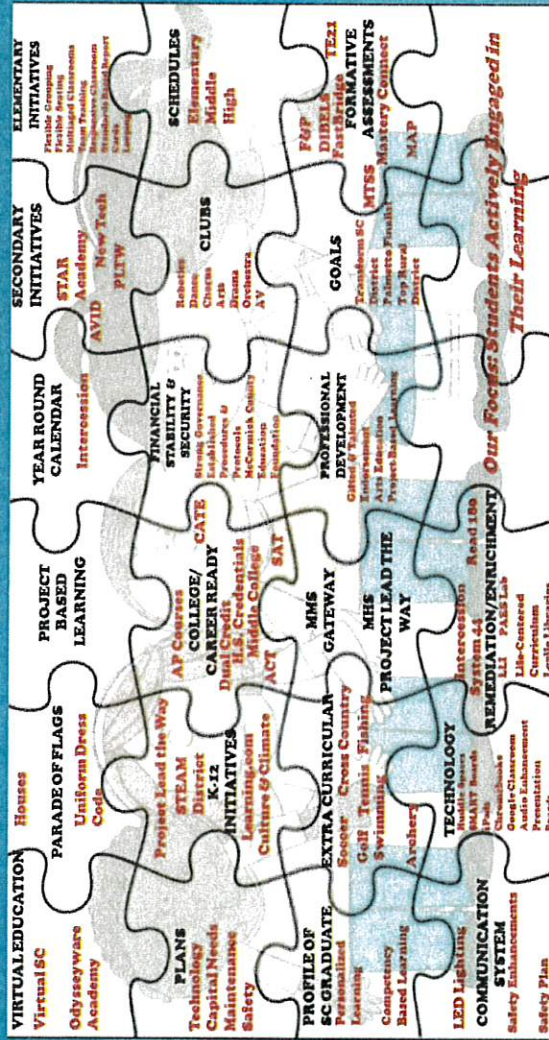
FINAL THOUGHTS

FINAL THOUGHTS (CONTINUED)

▲ Each piece of the puzzle represents the vision, mission and goals for our school and district. As pieces of this puzzle are implemented, we believe that McCormick Elementary School as well as the entire District will be transformed into a innovative, engaging place of learning for ALL of our students.

FINAL THOUGHTS(CONTINUED)

Grade Level(Name)	PLO	Summary of New Learning
PreK/K		
Hatcher	PALS	**PALS:** This PLO was to review the components of the PALS. During the training, we discussed method of administration, how to use the information gathered to guide lesson plans, and resources available to address student weaknesses.
	Dial 4	**Dial 4:** The purpose of this PLO was to ensure we are all giving the Dial 4 consistently. During the training, we reviewed the components of the Dial 4 and how each area is scored. We then reviewed how to determine the raw and scaled score to determine the percentage for the student's score. This information will be used to help determine eligibility for our 4K programs.
	Creative Curriculum	**Creative Curriculum:** During this PLO, we examined the structure of the curriculum, the various components, how to use the resources, how to set up the classroom, working the parents, and how to assess student development.
	Grant Training	**CLASS Grant Training:** This PLO is ongoing. It is led by Dr. Milton and Mrs. Blair. The training provides techniques for building relationships and a positive classroom environment. We are presented with scenarios to discuss and analyze.

	Responsive Classroom	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.
	Learning.Com Training	**Learning.Com Training:** This PLO gave us an overview of the website Learning.com. During the session, we explored the various lessons that were available for our students to help them learn computer skills. These computer skills will help our students as they learn to test and use computers. Teachers can assign specific skills based on their grade level.
	Project Based Learning	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.

	LAP Folders Training	**LAP Folders Training:** The training on LAP folders gave us a consistent way to report the progress of individual students. These folders contain running records and samples of student work to give the teacher a snapshot of the child's progress. These folders are updated 3 times a year and are passed on for the next teacher.
	Standards Based Report Card Training	**Standards Based Report Card Training:** This training was designed to make our transition to a standards based report card seamless. The inservice gave us detailed information in how to use the report card. It helped us to determine how each standard was addressed and how to assess each standard each nine weeks.
	In House PD	**In House PD:** See attached schedule
	Mastery Connect	**Mastery Connect:** This pd empowered educators to assess and track mastery of both state and common core standards, share common assessments, and connect in an online professional learning community.
Stuart	**Dial 4**	**Dial 4:** The purpose of this PLO was to ensure we are all giving the Dial 4 consistently. During the training, we

		reviewed the components of the Dial 4 and how each area is scored. We then reviewed how to determine the raw and scaled score to determine the percentage for the student's score. This information will be used to help determine eligibility for our 4K programs.
	Math PLO	**Math PLO:** The purpose of this PLO was to build a stronger math program by initiating more hands on activities and encouraging students to talk about what they were doing in order to solve a problem. During the workshops, we participated in many math related activities and learned to share our own thinking. Each time we were encouraged to take the ideas back to our classroom and try them in some way. This impacted classrooms and students by encouraging them to talk more about math and how each problem was solved.
	Responsive Classroom	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.
	Learning.Com Training	**Learning.Com Training:** This PLO gave us an overview of the website Learning.com. During the session, we explored the various lessons that were available for our students to

		help them learn computer skills. These computer skills will help our students as they learn to test and use computers. Teachers can assign specific skills based on their grade level.
	Project Based Learning	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.
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	In House PD	**In House PD:** See attached schedule
Nienstadt	**Dial 4**	**Dial 4 :** The purpose of this PLO was to ensure we are all giving the Dial 4 consistently. During the training, we reviewed the components of the Dial 4 and how each area is scored. We then reviewed how to determine the raw and scaled score to determine the percentage for the student's score. This information will be used to help determine eligibility for our 4K programs.
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	LAP Folders Training	**LAP Folders Training:** The training on LAP folders gave us a consistent way to report the progress of individual students. These folders contain running records and samples of student work to give the teacher a snapshot of the child's progress. These folders are updated 3 times a year and are passed on for the next teacher.
	Standards Based Report Card	**Standards Based Report Card Training:** This training was designed to make our transition to a standards based report card seamless. The training gave us detailed information in how to use the report card. It helped us to determine how each standard was

	In House PD	addressed and how to assess each standard each nine weeks. **In House PD:** See attached schedule
1st		
Darragh	**Personalized Learning**	**Personalized Learning:** The purpose of the Personalized Learning PLO was how to get your students to lead their learning and classroom. Students work with learner profiles, learning pathways, student engagement, and student ownership to create their learning. Students lead their conferences, choose ways to best support their learning, and are giving voice and choice. Personalized learning allows students to set the pace of their learning, which allows students to take ownership of their learning. Practices that include personalized learning are flexible seating, goal setting, learner profiles, teaching student interest, etc.
	Math PLO	**Math PLO:** The purpose of this PLO was to build a stronger math program by initiating more hands on activities and encouraging students to talk about what they were doing in order to solve a problem. During the workshops, we participated in many math related activities and learned to share our own thinking. Each time we were encouraged to take the ideas back to our classroom and try them in some way. This impacted classrooms and students by encouraging them to talk more about math and how each problem was solved.

Genrich	Responsive Classroom	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.

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	Standard Based Report Card	**Standard Based Report Card Training:** This training was designed to make our transition to a standards based report card seamless. The training gave us detailed information in how to use the report card. It helped us to determine how each standard was addressed and how to assess each standard each nine weeks.
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		student learning.
2nd		
Hill	**Standards Based Report Card Training**	**Standards Based Report Card Training:** This training was designed to make our transition to a standards based report card seamless. The inservice gave us detailed information in how to use the report card. It helped us to determine how each standard was addressed and how to assess each standard each nine weeks. Training was also provided on how to unpack the standards to make sure we are focusing on the skills students need to master.
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	Learning.Com Training	**Learning.Com Training:** This PLO gave us an overview of the website Learning.com. During the session, we explored the various lessons that were available for our students to help them learn computer skills. These computer skills will help our students as they learn to test and use

		computers. Teachers can assign specific skills based on their grade level.
	Ron Clark	**Ron Clark Academy:** In June 2018, educators of McCormick County School District went to visit Ron Clark Academy in Atlanta for two days. Ron Clark is known as a inspirational educator that builds relationship with students, creates movement to engage learning and so much more. At this training, educators selected by Mr. Ron Clark and his staff provided working classrooms. They provided breakout sessions on math and science programs that can be used in the classroom. They also provided training on how to engage students and how students need to take charge of their own learning.
	ELA PLO	**ELA PLO:** This three day institute focused on interactive notebooks, ELA standards, and strategies to use in teaching ELA. Participants received classroom resources also.
	Six Mile, Red Bank Visits	**School Visits:** We visited schools to see how they used flexible grouping and flexible seating. Also, got a chance to talk to the teachers about how they set up their multi-age groups. They also explained how they set up the flex groups. We Had an opportunity to talk to students about their engagement and whether or not they liked their new styles of learning.

Johnson	**Standard Based Report Report Card Training**	**Standards Based Report Card Training:** This training was designed to make our transition to a standards based report card seamless. The inservice gave us detailed information in how to use the report card. It helped us to determine how each standard was addressed and how to assess each standard each nine weeks. Training was also provided on how to unpack the standards to make sure we are focusing on the skills students need to master.
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	ELEOT 2.0	**ELEOT 2.0 :** This training focused on how students are going to be assessed on their learning. This assessment tool focus on just the students to see if they are engaged, on task, taking ownership, assessing their learning. This assessment tool takes 20 minutes and just focuses on the students. This tool helps improve students' engagement. This tool can be used to help teachers reflect on their instruction. There are seven main focus areas: Equitable learning High expectations Supportive learning Active learning Progress monitoring and feedback Well-managed learning Digital learning

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	Six Mile Visit	**School Visits:** We visited schools to see how they used flexible grouping and flexible seating. Also, got a chance to talk to the teachers about how they set up their multi-age groups. They also explained how they set up the flex groups. We Had an opportunity to talk to students about their engagement and whether or not they liked their new styles of learning.
	In House PD	**In House PD :** See Attached Schedule
Dukes	**Math PLO**	**Math PLO:** The purpose of this PLO was to build a stronger math program by initiating more hands on activities and encouraging students to talk about what they were doing in order to solve a problem. During the workshops, we participated in many math related activities and learned to share our own thinking. Each time we were encouraged to take the ideas back to our classroom and try them in some way. This impacted classrooms and students by encouraging them to talk more about math

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Allen	**Responsive Classroom**	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.
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	Ron Clark	**Ron Clark Academy:** In June 2018, educators of McCormick County School District went to visit Ron Clark Academy in Atlanta for two days. Ron Clark is known as a inspirational educator that builds relationship with students, creates movement to engage learning and so much more. At this training, educators selected by Mr. Ron Clark and his staff provided working classrooms. They provided breakout sessions on math and science programs that can be used in the classroom. They also provided training on how to engage students and how students need to take charge of their own learning.
	In House PD	**In House PD:** See attached schedule
	Mastery Connect	**Mastery Connect:** This pd empowered educators to assess and track mastery of both state and common core standards, share common assessments, and connect in an online professional learning community.
Bryson	**In-House PD**	**In-House PD:** See attached schedule
	Responsive	**Responsive Classroom:**

	Classroom	The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.
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	Learning.Com Training	**Learning.Com Training:** This PLO gave us an overview of the website Learning.com. During the session, we explored the various lessons that were available for our students to help them learn computer skills. These computer skills

		will help our students as they learn to test and use computers. Teachers can assign specific skills based on their grade level. .
	LAP Folders Training	**LAP Folders Training:** The training on LAP folders gave us a consistent way to report the progress of individual students. These folders contain running records and samples of student work to give the teacher a snapshot of the child's progress. These folders are updated 3 times a year and are passed on for the next teacher.
	Math PLO	**Math PLO** The purpose of this PLO was to build a stronger math program by initiating more hands on activities and encouraging students to talk about what they were doing in order to solve a problem. During the workshops, we participated in many math related activities and learned to share our own thinking. Each time we were encouraged to take the ideas back to our classroom and try them in some way. This impacted classrooms and students by encouraging them to talk more about math and how each problem was solved.
	Project-Based Learning	**Project-Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.

	Mastery Connect	**Mastery Connect:** This.pd empowered educators to assess and track mastery of both state and common core standards, share common assessments, and connect in an online. professional learning community.
Young	**Responsive Classroom**	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.
	In House PD	**In House PD:** See attached schedule
	Odysseyware	**Odysseyware Training:** This PD addresses the social and emotional needs of learners. It uses flexible solutions to ensure learning is a success.
4th		

Chiles	Responsive Classroom	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning
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	Personalized Learning	**Personalized Learning:** The purpose of the Personalized Learning PLO was how to get your students to lead their learning and classroom. Students work with learner profiles, learning pathways, student engagement, and student ownership to create their learning. Students lead their conferences, choose ways to best support their learning, and are giving voice and choice. Personalized learning allows students to set the pace of their learning, which allows students to take ownership of their learning. Practices

		that include personalized learning are flexible seating, goal setting, learner profiles, teaching student interest, etc.
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	Learning.Com Training	**Learning.Com Training:** This PLO gave us an overview of the website Learning.com. During the session, we explored the various lessons that were available for our students to help them learn computer skills. These computer skills will help our students as they learn to test and use computers. Teachers can assign specific skills based on their grade level.
	Project Based Learning	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning

		along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.
	In House PD	In House PD: See attached schedule
	Mastery Connect	Mastery Connect: This pd empowered educators to assess and track mastery of both state and common core standards, share common assessments, and connect in an online professional learning community.
Davenport	Responsive Classroom	Responsive Classroom: The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.
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	In House PD	In House PD: See attached schedule
	Mastery Connect	Mastery Connect: This pd empowered educators to assess and track mastery of both state and common core standards, share common assessments, and connect in an online professional learning community.
5th		
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		a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.
	Responsive Classroom	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.
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	LAP Folders Training	**LAP Folders Training:** The training on LAP folders gave us a consistent way to report the progress of individual students. These folders contain running records and samples of student work to give the teacher a snapshot of the child's progress. These folders are updated 3 times a year and are passed on for the next teacher.

	In House PD	**In House PD:** See attached schedule
	Mastery Connect	**Mastery Connect:** This pd empowered educators to assess and track mastery of both state and common core standards, share common assessments, and connect in an online professional learning community.
	Science PLO	**Science PLO-** The purpose of this PLO was to build a stronger science program by initiating more hands on activities and encouraging students to talk about what they were doing in order to solve a problem. During the workshops, we participated in many science related activities and learned to share our thinking and take it back to our classrooms.
Pund	**Project Based Learning**	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.

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	In House PD	**In House PD:** See attached schedule
Mufuka	**Project Based Learning**	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.

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	Six Mile Visit	**School Visits:** We visited schools to see how they used flexible grouping and flexible seating. Also, got a chance to talk to the teachers about how they set up their multi-age groups. They also explained how they set up the flex groups. We Had an opportunity to talk to students about their engagement and whether or not they liked their new styles of learning.
	LAP Folders Training	**LAP Folders Training:** The training on LAP folders gave us a consistent way to report the progress of individual students. These folders contain running

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	Red Bank, Six	**School Visits** We visited schools to see how they used flexible

	Mile Visits	grouping and flexible seating. Also, got a chance to talk to the teachers about how they set up their multi-age groups in gifted and talented. They also explained how they set up the flex groups. Had an opportunity to talk to students about their engagement and whether or not they liked their new styles of learning.
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		individual students. These folders contain running records and samples of student work to give the teacher a snapshot of the child's progress. These folders are updated 3 times a year and are passed on for the next teacher.
	In House PD	**In-House PD:** See Attached Schedule
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SPED		
Sibert	**Ron Clark**	**Ron Clark Academy:** In June 2018, educators of McCormick County School District went to visit Ron Clark Academy in Atlanta for two days. Ron Clark is known as a inspirational educator that builds relationship with students, creates movement to engage learning and so much more. At this training, educators selected by Mr. Ron Clark and his staff provided working classrooms. They provided breakout sessions on math and science programs that can be used in the classroom. They also provided training on how to engage students and how students need to take charge of their own learning.
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	Autism Training	**Autism Training:** Training to benefit strategies to use with autistic children
	In House PD	**In House PD:** See attached schedule
	Project Based Learning	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning

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Rogers		
	Responsive Classroom	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.
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	In House PD	**In House PD:** See attached schedule
	Mastery Connect	**Mastery Connect:** This pd empowered educators to assess and track mastery of both state and common core standards, share common assessments, and connect in an online professional learning community.

Sakowitz	**Dial 4**	**Dial 4:** The purpose of this PLO was to ensure we are all giving the Dial 4 consistently. During the training, we reviewed the components of the Dial 4 and how each area is scored. We then reviewed how to determine the raw and scaled score to determine the percentage for the student's score.
	Responsive Classroom	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning

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	Class Grant Training	**Class Grant Training:** This PLO is ongoing. It is led by Dr. Milton and Mrs. Blair. The training provides techniques for building relationships and a positive classroom environment. We are presented with scenarios to discuss and analyze.
	Creative Curriculum	**Creative Curriculum:** During this PLO, we examined the structure of the curriculum, the various components, how to use the resources, how to set up the classroom, working the parents, and how to assess student development.
	In-House PD	**In House PD:** See attached schedule
	LAP Folder Training	**LAP Folder Training:** The training on LAP folders gave us a consistent way to report the progress of individual students. These folders contain running records and samples of student work to give the teacher a snapshot of the child's progress. These folders are updated 3 times a year and are passed

	Standards Based Report Card Training	on for the next teacher. **Standards Based Report Card Training:** This training was designed to make our transition to a standards based report card seamless. The training gave us detailed information in how to use the report card. It helped us to determine how each standard was addressed and how to assess each standard each nine weeks.
Related Arts		
Bock	**Project Based Learning**	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.
	South Carolina Association	**SCAET Conference:** I attended a variety of sessions: -*Reading Between the Lines* focused on digital literacy.

	Educational Technology Conference – SCAET (10/24 – 10/27)	-*Technology Club*: A review of how one school runs a technology club. -*Webpage Presentation:* Focused on developing an interactive webpage. -*Science A-Z*: Presented by a team from Leaning A-Z, this focused on their new product for science. As part of the session, each attendee received 3 months free. I shared this with the faculty upon returning from the conference and I know several teachers took advantage of the program during that time. -*Hour of Code in the Elementary Classroom:* This session focused on the hour of code and how to run it within a classroom. -*Digital Storyboarding*: The presenters shared how they use digital storyboards in their classes. -*Show What You Know, Digital Products to Demonstrate Student Learning*: A variety of digital projects, both quick and longer project ideas, were shared. Besides showing completed projects, the presenter explained the programs used to complete the projects.
	In House PD	**In House PD:** See attached schedule
Langley	**Project Based Learning**	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively

	In House PD	explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks. **In House PD:** See attached schedule
Rucker	**Computer Science Symposium (6/28, 6/29)**	**Computer Science Symposium** We learned how to make and operate the mbot robot. We were urged to train students to use code in the elementary grades because of the need for cyber security technicians.
	Science Immersion	**Science Immersion** Lander College professors gave a PD involving labs using the scientific method to hone our problem solving skills.
	Project Based Learning	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire

		a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.
	Clemson University Cooperative Ext. Fire Ant Management for School & Community Gardens	**Clemson University:** This is a workshop for school & community gardens staff to help address fire ants in and around vegetable gardens on school and public grounds.
	In House PD	**In House PD:** See attached schedule
Moton	**Project Based Learning**	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire

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	Department of Education Review of Music Materials **In House PD**	**Department of Education Review of Music Materials:** .I was selected to this review panel to collaborate with other music teachers to review various music curriculums to be adopted for the next 6 years in SC. **In House PD:** See attached schedule
Dodd	**In-House PD**	**In House PD:** See attached schedule
	Olde English Consortium	**Olde English Consortium** Presented 3 sessions to fellow Physical Education teachers. Two sessions were cricket and the final

	Physical Education Conference	session was soccer. This was the fifth consecutive year I have attended and presented at this conference. **P.E Conference** I presented 3- hour long sessions. Two were on how to play cricket, and one was on the fundamentals of soccer for all grade levels. This was my 5th consecutive year to present.
	Project Based Learning	**Project Based Learning:** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.
Leadership		
Paul	**Personalized Learning**	**Personalized Learning:** The purpose of the Personalized Learning PLO was how to get your students to lead their learning and classroom. Students work with learner profiles, learning pathways, student engagement, and student ownership to create their learning. Students lead their conferences,

		choose ways to best support their learning, and are giving voice and choice. Personalized learning allows students to set the pace of their learning, which allows students to take ownership of their learning. Practices that include personalized learning are flexible seating, goal setting, learner profiles, teaching student interest, etc.
	Learning.Com Training	**Learning.Com Training:** This PLO gave us an overview of the website Learning.com. During the session, we explored the various lessons that were available for our students to help them learn computer skills. These computer skills will help our students as they learn to test and use computers. Teachers can assign specific skills based on their grade level.
	Chastain Road, Red Bank, Oconee, Easley, and Six Mile Visits	**School Visits:** We visited schools to see how they used flexible grouping and flexible seating. Also, got a chance to talk to the teachers about how they set up their multi-age groups. They also explained how they set up the flex groups. We Had an opportunity to talk to students about their engagement and whether or not they liked their new styles of learning.
	Ron Clark	**Ron Clark Academy:** In June 2018, educators of McCormick County School District went to visit Ron Clark Academy in Atlanta for two days. Ron Clark is known as a inspirational educator that builds relationship with students, creates movement to engage learning and so much more. At

		this training, educators selected by Mr. Ron Clark and his staff provided working classrooms. They provided breakout sessions on math and science programs that can be used in the classroom. They also provided training on how to engage students and how students need to take charge of their own learning.
	Standards Based Report Cards	**Standards Based Report Cards** This training was designed to make our transition to a standards based report card seamless. The training gave us detailed information in how to use the report card. It helped us to determine how each standard was addressed and how to assess each standard each nine weeks.
	In House PD	**In House PD:** See attached schedule
	Power School Training	**Power School Training:** Administrators were taught the basics of the power school program.
	ELEOT- 2.0	**ELEOT 2.0:** This training focused on how students are going to be assessed on their learning. This assessment tool focus on just the students to see if they are engaged, on task, taking ownership, assessing their learning. This assessment tool takes 20 minutes and just focuses on the students. This tool helps improve students' engagement. This tool can be used to help teachers reflect on their instruction. There are seven main focus areas: Equitable learning High expectations Supportive learning

		Active learning Progress monitoring and feedback Well-managed learning Digital learning
	Math PLO	**Math PLO:** The purpose of this PLO was to build a stronger math program by initiating more hands on activities and encouraging students to talk about what they were doing in order to solve a problem. During the workshops, we participated in many math related activities and learned to share our own thinking. Each time we were encouraged to take the ideas back to our classroom and try them in some way. This impacted classrooms and students by encouraging them to talk more about math and how each problem was solved.
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	ELA PLO	**ELA PLO:**

	3 Day Summer Institute	This three day institute focused on interactive notebooks, ELA standards, and strategies to use in teaching ELA. Participants received classroom resources also.
	AdvancEd External Review Training	**AdvancEd External Review Training** This training gave an overview of the school-level expectations and requirements for the AdvancEd External Review, which will take place in April.
	SCASA Conference	**SCASA Conference** The purpose of the SCASA conference is to bring school and district administrators together in an effort to network, build camaraderie and to showcase the instructional, academic and social transformation of varying schools and districts.
	MTSS Training	**MTSS Training** The purpose of the training was to gain insight on additional strategies for the student referral system. We discussed the tiers and the steps for the MTSS process. The team would utilize the information going forward through the MTSS process.
White	**Mental Health First Aid**	**Mental Health First Aid Training:** The purpose of this workshop was to provide initial help to students experiencing emotional or social problems. This 8 hour course shared valuable information to identify the needs of students mental welfare. It also provided some resources such as a website and newsletter and a Mental Health First Aid

		book.
	Silver Strand Aspiring Principal's 4 Workshops	**Aspiring Principal's Workshops:** **1. Planning and Data Driven Decision Making:** During this session, the presenter addressed Data-Driven Decision making skills, Data-Gathering and Analysis, Accountability System, and how to use Enrich to pull data. The 9 step Problem-Solving Cycle activity helped us to learn ways to reach our goals effectively. We also used a Decision Making Self-Evaluation tool. By realizing our own decision making style, we can be better leaders. **2. Three Levels of Finance and Budget Basics:** This second part of the Silver Strand Aspiring Principal's workshop was learning the basics of budgeting. We had a representative from the legislature was there to give an overview of the way the budget is formed. Then we took a look at sample budgets. Having the opportunity to learn about fiscal resources has been beneficial. **3. You're a Principal: Now What?** This workshop was effective in presenting informaion on behaviors of new Principals. This will help us be creative in thinking outside the box, be more confident in our role, and assess the possible impact of new approaches. Learning how to problem solve to maximize results is a must in having a clear direction. Using a 4-step process for collaborative innovation and implementation is key to success. **4. Selecting Your Team**

	MTSS Training	During this session, the goals was to rethink recruitment. Recruiting, retaining, and hiring great teachers is key to the success of your school. Looking at trends in recruiting new teachers, learning to be creative in recruitment and retention are vital components of education. We assessed our schools recruiting needs, then looked outside the box to find new ways we could get the "right people on the bus " and keep them. **MTSS Training** The purpose of the training was to gain insight on additional strategies for the student referral system. We discussed the tiers and the steps for the MTSS process. The team would utilize the information going forward through the MTSS process.
Reid	**Responsive Classroom**	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.
	Mental Health	**Mental Health First Aid Training:** The purpose of this workshop was to provide initial help to students experiencing emotional or social problems. This 8 hour course shared valuable information to identify the needs of students mental

		welfare. It also provided some resources such as a website and newsletter and a Mental Health First Aid book.
	Project Based Leaerning	**Project Based Learning :** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.
	Learning.Com	**Learning.Com Training:** This PLO gave us an overview of the website Learning.com. During the session, we explored the various lessons that were available for our students to help them learn computer skills. These computer skills will help our students as they learn to test and use computers. Teachers can assign specific skills based on their grade level.
	Powerschool Training	**Powerschool Training** Additional training for counselors to utilized powerschool and locate information.
	West Piedmont	**West Piedmont Education Consortium(WEPC)** Attend information sessions as scheduled for counselors and community agencies.

Brite	**Responsive Classroom**	**Responsive Classroom:** The purpose of Responsive Classroom training was to approach learning and engagement from a different perspective. The four domains are: Engaging Academics (rigor), Positive Community (positive classroom), Developmentally Responsive Teaching (Individualization), and Effective Management (Orderly environment). Responsive Classroom practices are influenced by the domains to support and sustain student learning.
	Personalized Learning	**Personalized Learning:** The purpose of the Personalized Learning PLO was how to get your students to lead their learning and classroom. Students work with learner profiles, learning pathways, student engagement, and student ownership to create their learning. Students lead their conferences, choose ways to best support their learning, and are giving voice and choice. Personalized learning allows students to set the pace of their learning, which allows students to take ownership of their learning. Practices that include personalized learning are flexible seating, goal setting, learner profiles, teaching student interest, etc.
	Learning.Com Training	**Learning.Com Training:** This PLO gave us an overview of the website Learning.com. During the session, we explored the various lessons that were available for our students to

		help them learn computer skills. These computer skills will help our students as they learn to test and use computers. Teachers can assign specific skills based on their grade level.
	Chastain Road, Red Bank, Oconee, Easley, and Six Mile School Visits	**School Visits:** We visited schools to see how they used flexible grouping and flexible seating. Also, got a chance to talk to the teachers about how they set up their multi-age groups. They also explained how they set up the flex groups. We Had an opportunity to talk to students about their engagement and whether or not they liked their new styles of learning.
	Ron Clark	**Ron Clark Academy:** In June 2018, educators of McCormick County School District went to visit Ron Clark Academy in Atlanta for two days. Ron Clark is known as a inspirational educator that builds relationship with students, creates movement to engage learning and so much more. At this training, educators selected by Mr. Ron Clark and his staff provided working classrooms. They provided breakout sessions on math and science programs that can be used in the classroom. They also provided training on how to engage students and how students need to take charge of their own learning.
	Standards Based Report Cards	**Standards Based Report Cards** This training was designed to make our transition to a standards based report card seamless. The training gave us detailed information in how to use the report card. It helped us to determine how each standard was addressed and how to assess each standard each nine weeks.

	In House PD	**In House PD** See attached schedule
	Power School Training	**Power School Training** Administrators were taught the basics of the power school program.
	ELEOT- 2.0	**ELEOT 2.0** This training focused on how students are going to be assessed on their learning. This assessment tool focus on just the students to see if they are engaged, on task, taking ownership, assessing their learning. This assessment tool takes 20 minutes and just focuses on the students. This tool helps improve students' engagement. This tool can be used to help teachers reflect on their instruction. There are seven main focus areas: Equitable learning High expectations Supportive learning Active learning Progress monitoring and feedback Well-managed learning Digital learning
	AdvanceEd External Review Training	**AdvancEd External Review Training** This training gave an overview of the school-level expectations and requirements for the AdvancEd External Review, which will take place in April.

	Math PLO	**Math PLO** The purpose of this PLO was to build a stronger math program by initiating more hands on activities and encouraging students to talk about what they were doing in order to solve a problem. During the workshops, we participated in many math related activities and learned to share our own thinking. Each time we were encouraged to take the ideas back to our classroom and try them in some way. This impacted classrooms and students by encouraging them to talk more about math and how each problem was solved.
	Project Based Learning	**Project Based Learning** This has been an on-going PD, with the first session held during the summer. Initially, we were given an overview of PBL. Subsequent sessions have involved working with the teams in developing a PBL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. The teams have been planning along with the two ladies from the PBL team and leadership team. Teams plan to start their PBL in the next few weeks.

	STEAM SUMMER 2 PLO	STEAM SCIENCE PLO: This PLO helped us learn to incorporate STEAM science into our classes.
	MTSS Training	MTSS Training The purpose of the training was to gain insight on additional strategies for the student referral system. We discussed the tiers and the steps for the MTSS process. The team would utilize the information going forward through the MTSS process.
Cockrell	Regional Literacy Coach Monthly PLCs	The regional Literacy Coach PLCs focus on coaching strategies and literacy strategies. This year's focus has been on writing.
	Math PLO K-2 and 3-5	The Math PLOs focused on math standards, both process and content, and gave strategies to use to build number sense and others
	ELA PLO - Summer 3 day Institute	ELA PLO: This three day institute focused on interactive notebooks, ELA standards, and strategies to use in teaching ELA. Participants received classroom resources also.
	Tier 2 Personalized Learning	Tier 2 Personalized Learning trainings gave an overview of the Personalized Learning framework, and strategies to use for implementation in the classroom.
	Instructional	The Instructional Coaching Network also gave an

	Coaching Network Personalized Learning	overview of PL, but was directed at coaching teachers through the implementation process for PL, as well as making learning personalized for adults through professional development.
	Learning.Com Training	**Learning.Com Training-** This PLO gave us an overview of the website Learning.com. During the session, we explored the various lessons that were available for our students to help them learn computer skills. These computer skills will help our students as they learn to test and use computers. Teachers can assign specific skills based on their grade level.
	TE21/Mastery Connect Training Google Classroom Training	**We received an overview** We had a beginning overview.
	Chastain Road School Visit Six Mile Elementary School Visit Red Bank Elementary School Visit	**School Visits:** We visited schools to see how they used flexible grouping and flexible seating. Also, got a chance to talk to the teachers about how they set up their multi-age groups. They also explained how they set up the flex groups. We Had an opportunity to talk to students about their engagement and whether or not they liked their new styles of learning.

		AdvancEd External Review Training	AdvancEd External Review Training This training gave an overview of the school-level expectations and requirements for the AdvancEd External Review, which will take place in April.
		Standards Based Report Card Training	Standards Based Report Card Training: This training was designed to make our transition to a standards based report card seamless. The training gave us detailed information in how to use the report card. It helped us to determine how each standard was addressed and how to assess each standard each nine weeks.
		WIN Day Conference	This conference focused on writing strategies to use in classrooms at every level, then specifically focused on SC Ready question analysis.
		Eleot 2.0	ELEOT 2.0: This training focused on how students are going to be assessed on their learning. This assessment tool focus on just the students to see if they are engaged, on task, taking ownership, assessing their learning. This assessment tool takes 20 minutes and just focuses on the students. This tool helps improve students' engagement. This tool can be used to help teachers reflect on their instruction. There are seven main focus areas: Equitable learning High expectations Supportive learning Active learning Progress monitoring and feedback Well-managed learning Digital learning

	Power School Training	**Power School Training:** Administrators were taught the basics of the power school program.
	STEAM	**STEAM:** This PLO helped us learn to incorporate STEAM science into our classes.
	CSI School Improvement	This series of Community of Practice meetings has given our leadership team guidance and direction as we plan steps to improve instructional practice at our school.

Curriculum Resources and Supports at McCormick Elementary School

Outer ring labels: Modified Calendar · Uniform Dress Code · PLTW Modules · 44 · Read 180/System · House System

5th Grade
- F&P Reading Benchmarks
- MAP Reading and Math
- Mastery Connect/TE21
- Flexible Grouping
- Chromebook Activities
- Project-Based Learning
- Push-in support from Resource teacher
- Book Clubs

4th Grade
- F&P Reading Benchmarks
- MAP Reading and Math
- Mastery Connect/TE21
- Flexible Grouping
- Chromebook Activities
- Project-Based Learning
- Push-in support from Resource teacher
- Book Clubs

K5
- Book Buddy Support Program
- F&P Reading Benchmarks
- Standards-Based Report Cards
- Dial 4
- KRA
- Additional Small Group with Aide

3rd Grade
- F&P Reading Benchmarks
- Standards-Based Report Cards
- MAP Reading and Math
- Mastery Connect/TE21
- Flexible Grouping
- Chromebook Activities
- Project-Based Learning
- Multiage Classroom

1st Grade
- F&P Reading Benchmarks
- Standards-Based Report Cards
- MAP Reading and Math
- Mastery Connect
- Flexible Grouping
- Team Teaching
- Direct Instruction with Aide
- iPads

2nd Grade
- F&P Reading Benchmarks
- Standards-Based Report Cards
- MAP Reading and Math
- Mastery Connect
- TE21 and iPads
- Flexible Grouping
- Team Teaching
- Direct Instruction with Aide
- Multiage Classroom

Interventions
- Multiage classrooms
- Flexible Grouping
- Personalized Learning
- Leveled Literacy Intervention
- RAZ Plus Reading
- 2 Instructional Coaches

All Grade Levels Have the Following Curriculum Resources:
- A Copy of the State Standards and Support Documents
- Pacing Guides for Instruction
- LLI
- Science Kits
- Treasures Reading Series
- My Math
- Math Manipulatives
- Book Room of Leveled Books for Guided Reading
- The Reading Strategies Book
- The Writing Strategies Book
- The Daily Five Book
- RAZ Plus

MES Instructional Support

PD Supports

- **Balanced Literacy**
  9 sessions (17–18)
  3 sessions (18–19)
- **SLOs**
  5 sessions (17–18)
  7 sessions (18–19)
- **Using MAP Data**
  5 sessions (17–18)
  3 sessions (18–19)
- **Using Mastery Connect Data**
  2 sessions (17–18)
- **Standards**
  5 sessions (18–19)
- **Writing – Workshop and Strategies**
  5 sessions (18–19)
- **TDA Writing – Rubric and Strategies**
  2 sessions (17–18)
  5 sessions (18–19)
- **4.0 Rubric, Instructional Essentials**
  2 sessions (17–18)
- **Depth of Knowledge**
  4 sessions (18–19)
- **Data–Based Flexible Grouping**
  5 sessions (17–18)
- **Grading Expectations**
  1 session (17–18)
  2 sessions (18–19)
- **Standards–Based Report Cards**
  2 sessions (18–19)

Classroom Supports

- **Model Lessons**
  - Interactive Read-Aloud
  - Guided Reading
  - Close Reading
  - Writer's Workshop
  - Reader's Workshop
  - Reading and Writing Conferences
  - Writing Strategies – RAFT, OREO and RACE
  - TDA Writing
  - Unpacking Standards with students
- **Coaching Cycles**
  - Using Standards to Plan
  - Structure of Balanced Literacy Components
  - Reading Conferences
  - Guided Reading (extended)
  - Classroom Management
  - Reading Instruction
  - Data Analysis
- **Push-in for Flexible Grouping**
- **Pull-out for Flexible Grouping**
- **Push-in for small groups**
- **Pull-out small groups based on data**

Follow-up

- **Walk through observations with feedback**
  - Weekly, bi-weekly
  - From all members of leadership team
- **Formal observations with feedback**
  - From all members of leadership team
- **Grade level planning check-ins**
  - Divided among leadership team, as often as possible
- **Providing PD resources in google classroom**
- **Individual follow-up with teachers based on areas of refinement from 4.0 rubric**
  - Teacher requests and administrator requests
- **Email check-ins**
- **Researching strategies and locating resources by teacher request**
- **Co-analyzing data for Effectiveness**

Resources by Grade Level

Grade and Subject	School-Endorsed Curriculum	Resources	Lessons/Activities	Assessment	Remediation	Enrichment
4K	Early Learning Standards and support documents	Center Activities and resources	Direct Instruction for ELA and math	Dial 3 or Dial 4	Small Group with Teacher	
	Creative Curriculum	Leveled Library in Book Room	Centers	PALS	Additional Small Group with Aide	
		The Reading Strategies Book				
		The Writing Strategies Book				
K ELA	Standards and support documents	Classroom Library	Components of Balanced Literacy - Interactive Read-aloud, Shared Reading, Small Groups, Word Work, Writing, Independent Reading	Fountas and Pinnell Reading - benchmark kit (3 times per year)	Leveled Literacy (F & P LLI)	
		Leveled Library In Book Room				
	Pacing Guide	The Reading Strategies Book		Standards-Based report card	Book Buddy Program Support	
	Leveled Literacy (F & P LLI)	The Writing Strategies Book		MAP Reading (3 times per year)	Small Group with Teacher	
	Treasures Reading Series (Big Books and Teacher Guide)	The Daily Five Book (with lessons)		Dial 4	Additional Small Group with Aide	
	Fountas and	MAP Skills - ELA		KRA		

	Pinnell Phonics, Spelling and Word Study	Raz Plus	Classroom Libraries	Book Buddy Program Support	
K Math	Standards and support documents Pacing Guide My Math Everyday Math	Manipulatives MAP Skills - Math	Direct Instruction - whole group Direct Instruction - small group (teacher and aide)	Standards-Based report card Dial 4 KRA	Small Group with Teacher Additional Small Group with Aide
First ELA	Standards and support documents Pacing Guide Leveled Literacy (F & P LLI) Treasures Reading Series (Six volume basal lessons)	Leveled Library in Book Room The Reading Strategies Book The Writing Strategies Book The Daily Five Book (with Reading)	Components of Balanced Literacy - Interactive Read-aloud, Shared Reading, Small Groups, Word Work, Writing, Independent Reading	Fountas and Pinnell Reading benchmark kit (3 times per year) Standards-Based report card MAP Reading (3 times per year) Mastery Connect	Leveled Literacy (F & P LLI) Book Buddy Support Direct Instruction with Aide Data-based flexible grouping

	and Teacher Guide)	MAP Skills - ELA	Ipad activities in SeeSaw	Assessments	Small group with teachers and aide
	Fountas and Pinnell Phonics, Spelling and Word Study	Raz Plus	Choice Boards (Personalized Learning)		
		Classroom Libraries	One-to-one Ipads		
		Book Buddy Program Support			
First Math	Standards and support documents	Manipulatives	Direct Instruction - whole group	Standards-Based report card	Data Based Flexible Grouping
		MAP Skills - Math	Direct Instruction - small group (teacher and aide)	MAP Reading (3 times per year)	Small Group with teachers and aide
	Pacing Guide				
	My Math	One-to-one Ipads	Ipad activities in SeeSaw	Common pre and post assessments for flexible grouping	
	Everyday Math		Choice Boards (Personalized Learning)	Mastery Connect Assessments	
Second ELA	Standards and support documents	Leveled Library in Book Room	Components of Balanced Literacy - Interactive Read-aloud,	Fountas and Pinnell Reading benchmark kit (3 times per year)	Leveled Literacy (F & P LLI)	Flexible Grouping/Team Teaching
		The Reading	aloud,		Data-based

Pacing Guide	Strategies Book	Shared Reading, Small Groups, Word Work, Writing, Independent Reading	Standards-Based report card	Multi-age classroom
Leveled Literacy (F & P LLI)	The Writing Strategies Book		MAP Reading (3 times per year)	Flexible Grouping/Team Teaching
Treasures Reading Series (Two volume basal lessons and Teacher Guide)	The Daily Five Book (with and Teacher Guide)		TE 21 Benchmark - Reading (3 times per year)	Small Group with Teachers
	MAP Skills - ELA		Mastery Connect Assessments	
	Raz Plus			
	Classroom Libraries			
	Book Sets			
	One-on-one Chromebooks/Ipads			
Second Math	Manipulatives	Direct Instruction - whole group	Standards-Based report card	Data-based Multi-age classroom
Standards and support documents	MAP Skills - Math	Direct Instruction - small group (teacher and aide)	MAP Math (3 times per year)	Flexible Grouping/Team Teaching
Pacing Guide	One-on-one Chromebooks/Ipads	Project-based learning	TE 21 Benchmark - Math (3 times per year)	Small Group with Teachers
My Math	ads		Mastery Connect Assessments	Flexible Grouping/Team Teaching
Everyday Math				

Subject	Materials	Resources	Components	Assessments	Differentiation	Differentiation
Third ELA	Standards and support documents	Leveled Library in Book Room	Components of Balanced Literacy – Interactive Read-aloud, Shared Reading, Book Clubs, Small Groups, Word Work, Independent Reading, Shared Writing, Independent Writing	Fountas and Pinnell Reading (F & P LLI) benchmark kit (3 times per year)	Leveled Literacy (F & P LLI)	Data Based Multi-Age acceleration class
	Pacing Guide	The Reading Strategies Book		MAP Reading (3 times per year)	Data-based Multi-age classroom	Data Based Multi-Age acceleration class
	Leveled Literacy (F & P LLI)	The Writing Strategies Book		TE21 benchmark - Reading (3 times per year)		
	Treasures Reading Series Book (with Two volume basal lessons) books and Teacher Guide)	The Daily Five				
		MAP Skills - ELA	Chromebook activities	Mastery Conenct Assessments		
		Raz Plus	Project-based learning			
		Novel Sets				
		One-to-one chromebooks				
		Classroom Libraries				
Third Math	My Math	Manipulatives	Direct Instruction – whole group	MAP Math (3 times per year)	Flexible Grouping (Math)	Data Based Multi-Age acceleration class
	Everyday Math	MAP Skills	Direct Instruction – small group (teacher and aide)	TE 21 Benchmark – Math (3 times per year)	Data-based Multi-age classroom	Flexible Grouping (Math)
		One-to-one chromebooks	Project-based learning	Flexible Grouping Pre and Post tests	Data-based after school program	

			Components of Balanced Literacy -	Mastery Connect Assessments		
Fourth ELA	Standards and support documents Pacing Guide Leveled Literacy (F & P LLI) Treasures Reading Series (One volume basal lessons) and Teacher Guide)	Leveled Library in Book Room The Reading Strategies Book The Writing Strategies Book The Daily Five Book (with MAP Skills - ELA Raz Plus Novel Sets One-to-one chromebooks Classroom Libraries	Interactive Read-aloud, Shared Reading, Book Clubs, Small Groups, Word Work, Independent Reading Shared Writing, Independent Writing Personalized Chromebook activities Student Data Tracking and Ownership (Personalized Learning) Project-based learning	Fountas and Pinnell Reading benchmark kit (3 times per year) MAP Reading (3 times per year) TE21 benchmark - Reading (3 times per year) Mastery Connect Assessments	Leveled Literacy (F & P LLI) Small Group with teachers Push-in support from resource teacher Personalized Chromebook Activities	Personalized Chromebook Activities Data Based Multi-Age acceleration class
Fourth Math	My Math Manipulatives MAP Skills		Direct Instruction - whole group Direct Instruction -	MAP Math (3 times per year) TE21 benchmark	Flexible Grouping - Math Personalized	Data Based Multi-Age acceleration class

Fifth ELA	Standards and support documents	One-to-one chromebooks	small group (teacher and aide)	- Math (3 times per year)	Chromebook Activities	Flexible Grouping - Math
	Pacing Guide		Project-based learning	Flexible Grouping Pre and Post tests	Push-in support from resource teacher	Personalized Chromebook Activities
	Leveled Literacy (F & P LLI)		Mastery Connect Assessments	Mastery Connect Assessments		
	Treasures Reading Series (One volume basal lessons and Teacher Guide)	Leveled Library in Book Room	Components of Balanced Literacy - interactive Read-aloud, Shared Reading, Book Clubs, Small Groups, Word Work, Independent Reading, Shared Writing, Independent Writing	Fountas and Pinnell Reading benchmark kit (3 times per year)	Leveled Literacy (F & P LLI)	Data Based Multi-Age acceleration class
		The Reading Strategies Book		MAP Reading (3 times per year)	Small Group with teachers	
		The Writing Strategies Book		TE21 benchmark - Reading (3 times per year)	Push-in support from resource teacher	
		The Daily Five Book (with Independent Reading Shared Writing, Independent Writing)		Mastery Connect Assessments		
		MAP Skills - ELA	Chromebook activities			
		Raz Plus	Project-based learning			
		Novel Sets				
		One-to-one chromebooks				
		Classroom Libraries				

Fifth Math					
My Math	Manipulatives	Direct Instruction - whole group	MAP Math (3 times per year) - Math	Flexible Grouping - Math	Data Based Multi-Age acceleration class
Everyday Math	MAP Skills	Direct Instruction - small group (teacher and aide)	TE21 benchmark - Math (3 times per year)	Push-in support from resource teacher	Flexible Grouping - Math
	One-to-one chromebooks	Project-based learning	Flexible Grouping Pre and Post tests		
			Mastery Connect Assessments		

SCHOOL DEMOGRAPHICS
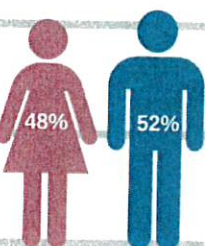
ENROLLMENT:
683
(as of March 28, 2019)

African American 78%

Non-Hispanic White 20%

Asian: 1%
Hispanic: .14%
Other: 1%

48%   52%

Nurse - 683:1

McCormick Elementary: 324 Students
Student/Teacher Ratios:
K5 - 21:2
1st Grade - 18:1.5
2nd Grade - 20:1.5
3rd Grade - 20:1
4th Grade - 18:1
5th Grade - 18:1

McCormick Middle: 162 Students
Student/Teacher Ratios:
6th Grade - 20:1
7th Grade - 12:1
8th Grade - 15:1

McCormick High: 197 Students
Student/Teacher Ratios:
(Not including PTC Greenwood, PTC McCormick, Abbeville, or Lab Proctors)
Core Content Area subjects: 12:1

Gifted and Talented Students: 19
MES: 7
MMS: 5
MHS: 7

13 Busses
Approx. 1,142.60 miles per day

Poverty Index for the district: 84%
This qualifies us for the Community Eligibility Provision (CEP) Food and Nutrition Service. All of our students eat breakfast and lunch free of charge daily.

Early Childhood
Infants - 9:2
Toddlers - 14:2
(CERDEP- 4yr.olds): - 20:2

Special Services
Self-Contained - PreK-2nd - 10:1
Self-Contained - 3rd-5th - 14:3
Middle Resource & Self-Contained - 19:2
Secondary Self-Contained - 4:2
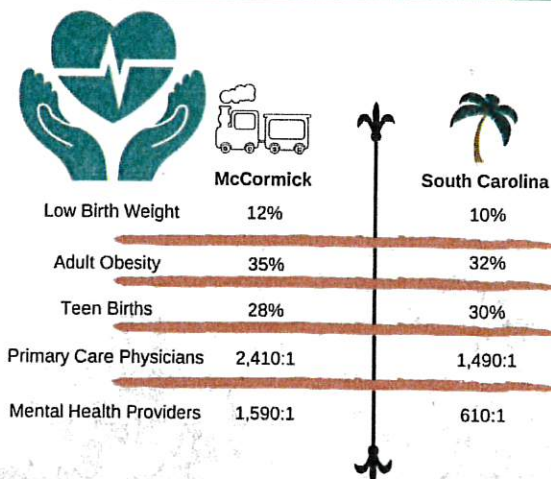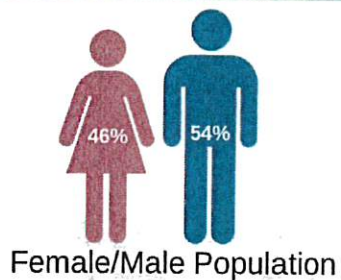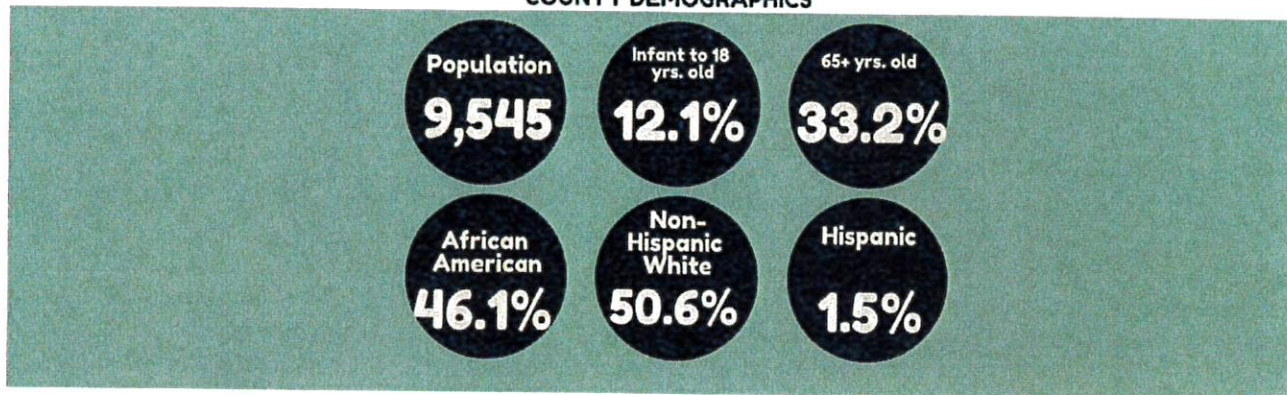Secondary Resource - 29:1
Occupational Therapy - 12:1
Physical Therapy - 9:1
Speech - 25:2
Psychological Services - As Needed (Contracted)

Guidance Services
(Includes 2 Career Development Facilitators)
MES - 324:2
MMS - 162:1.5
MHS - 197:1.5

MCCORMICK COUNTY

COUNTY DEMOGRAPHICS

Population 9,545	**Infant to 18 yrs. old** 12.1%	**65+ yrs. old** 33.2%
African American 46.1%	**Non-Hispanic White** 50.6%	**Hispanic** 1.5%

Female/Male Population
46% / 54%

	McCormick	South Carolina
Low Birth Weight	12%	10%
Adult Obesity	35%	32%
Teen Births	28%	30%
Primary Care Physicians	2,410:1	1,490:1
Mental Health Providers	1,590:1	610:1

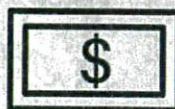**Healthcare:**
McCormick is ranked 30 out of 46 S.C. Counties on the overall health of the county's residents

27% of residents ages 25+ have a Bachelor's degree or higher

86.5% of residents ages 25+ have a high school diploma or GED

70.6% of children live in single parent families

Median Family income
McCormick: $31,793
South Carolina: $55,975

SCHOOL-PARENT-COMMUNITY RELATIONS

Purpose: To establish the board's vision for school-parent-community relations.

The district will involve all segments of the community in accomplishing our goals and mission.

The board believes the following:

- The public schools belong to the people who created them by consent and support them by taxation.

- The schools are only as strong as the support afforded them by an intelligent and informed community.

- The support of the people must be based upon their knowledge of, their understanding about, and their participation in the aims and efforts of the schools.

- The education of students is best served through the cooperative efforts of students, parents/legal guardians, district staff, and community members.

In support of these beliefs, the district will encourage support of effective partnerships among schools, parents/legal guardians, community, and business. To increase participation of business and industry in our schools, the district may do the following:

- Recruit business and industry personnel to serve on local school improvement councils and serve as volunteers or mentors.

- Encourage school personnel to obtain advice and suggestions from the business community.

- Work with businesses and civic and professional organizations to establish adopt-a-school programs.

Individual schools may implement an effective public information program to inform citizens about schools and about the achievement of students.

Individual schools may establish awards programs to recognize individuals and firms which contribute to effective partnerships.

Adopted 8/24/88; Revised 6/26/00, 6/11/07, ^

Legal references:

A. S.C. Code, 1976, as amended:
   1. Section 59-5-65(11), (12), (13) – State Board of Education authorized to assist school districts in the creation of effective school/business/community partnerships.

McCormick County School District

PARENT INVOLVEMENT IN EDUCATION

Code **KB** *Issued*

Purpose: To establish the board's vision for the involvement of parents/legal guardians and families in the education of their children.

The board believes that parent/legal guardian and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations, and government entities by working together in a collaborative effort.

The board believes it can impact student achievement by improving the quality and quantity of parent/legal guardian/family involvement in the education of their children.

Therefore, the board commits to the following:

- Seeing that each school establishes a comprehensive parent involvement program that includes parent education programs and activities that will assist parents/legal guardians and families in supporting classroom learning.

- Providing support and coordination for staff and parents/legal guardians and families to make family involvement in education a priority.

- Establishing effective, two-way communication between all parents/legal guardians and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school.

- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff, and community representatives in school governance and decision making at the local and statewide level.

- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents/legal guardians and families, teachers, the school system as a whole, and the community at large.

Parent Involvement (Parent Involvement in Their Children's Education Act of 2000)

Responsibilities of board

In order to heighten awareness of the importance of parent/legal guardian and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings and emphasize parent/legal guardian/school partnerships to assure a child's academic success, the board will do the following:

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.

- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.

- Provide parental involvement orientation and training through staff development.

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(see next page)

- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.

- Require an annual report on school and district parental involvement programs including evaluations of the success of the programs.

- Include parental involvement expectations as part of the superintendent's evaluation.

Responsibilities of superintendent

The superintendent will do the following:

- Include parental involvement expectations as part of each principal's evaluation.

- Include information about parental involvement opportunities and participation in the district's annual report.

- Disseminate parental expectations as defined by law to all parents/legal guardians of the district.

The superintendent may also designate staff to serve as parent liaisons for the district, require each school to designate a faculty contact for parental involvement efforts, require each principal to designate a materials and resource space within the school specifically for parents/legal guardians, and encourage principals to adjust class and school schedules to accommodate parent-teacher conferences more conveniently.

Parent Involvement (Every Student Succeeds Act of 2015)

The board also recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and English Learner (EL) programs. Pursuant to federal law, the district and parents/legal guardians will jointly develop and agree upon a written parental involvement policy that will be distributed to parents/legal guardians participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will do the following:

- Provide activities that will educate parents/legal guardians regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.

- Implement strategies to involve parents/legal guardians in the educational process, including the following:

  - keeping families informed of opportunities for involvement and encouraging participation in various programs
  - providing access to educational resources for parents/legal guardians//families to use together with their children
  - keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.

- Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to do the following:

McCormick County School District

- Provide input into district policies.

- Volunteer time within the classrooms and school programs.

- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.

- Perform regular evaluations of parent involvement at each school and at the district level.

- Provide access, upon request, to any instructional material used as part of the educational curriculum.

- If practicable, provide information in a language understandable to parents/legal guardians.

Title I parent involvement

The board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and South Carolina Department of Education guidelines, the district will meet with parents/legal guardians to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district schools participating in the Title I program meet annually. Parents/Legal guardians of participating students will be informed of their right to be involved in the development of the district's parental involvement policy, overall Title I plan and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents/legal guardians with limited English proficiency, parents/legal guardians with disabilities, parents/guardians of homeless students, and parents/legal guardians of migratory students. In cooperation with parents/legal guardians, the district's policy, plan, and compact will be reviewed annually and updated periodically to meet the changing needs of parents/legal guardians and the school and distributed to parents/legal guardians of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents/legal guardians can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Migrant Education Program (MEP) parent involvement

Parents/Legal guardians of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the program.

Parents/Legal guardians of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

English Learner (EL) parent involvement

McCormick County School District   (see next page)

PAGE 4 - KB - PARENT INVOLVEMENT IN EDUCATION

Pursuant to federal law, parents/legal guardians of EL students will be provided notification regarding their child's placement in and information about the district's EL program.

Parents/Legal guardians will be notified of their rights regarding program content and participation.

South Carolina Education and Economic Development Act (EEDA)

Parental participation is an integral component of the clusters of study system mandated by the EEDA.

Beginning with students in the sixth grade and continuing through high school, each school will schedule annual parent counseling conferences to assist parents/legal guardians or individuals appointed by the parents/legal guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but not be limited to, the following:

* assisting the student in identifying career interests and goals
* selecting a cluster of study and an academic focus
* developing an individual graduation plan

A mediation process that includes parent advocates must be developed, explained, and made available for conferences upon the request of the parent/legal guardian or the student.

The district *(option: may/will)* provide guidance and counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, JLD, KBB

Adopted 11/27/00; Revised 6/11/07, ^

Legal references:

A. Federal Law:
   1. Every Student Succeeds Act of 2015, Pub. L. No 114-95.

B. S.C. Code, 1976, as amended:
   1. Sections 59-28-100 through 59-28-220 – Parental Involvement in Their Children's Education Act.
   2. Section 59-59-160 – South Carolina Education and Economic Development Act; parental participation, annual parent counseling conferences.
   3. Section 59-139-90 – Strategic plans to include stated goals and objectives for parent involvement.

C. State Board of Education Regulations:
   1. R43-205 – Administrative and professional personnel qualifications, duties and workloads.
   2. R43-234 – Defined program, grades 9-12.

D. South Carolina State Department of Education:
   1. South Carolina Education and Economic Development Act Guidelines (2006).

McCormick County School District

PARENT RIGHTS AND RESPONSIBILITIES

Code **KBB** *Issued*

Purpose: To establish the board's vision for the rights and responsibilities of the parents/legal guardians of the district's students.

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents. Generally, it is the intent of the board to recognize all the rights, duties, powers, responsibilities, and authority that, by law, a parent/legal guardian has in relation to his/her child. For example, every parent/legal guardian has the following **rights**:

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, color, immigration status, national origin, disability, religion, sex, or age
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order)

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures for seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make reasonable attempts to ensure that parents/legal guardians receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's education record in conformity with current guidelines established by state and federal law

Additionally, every parent/legal guardian has the following **responsibilities**:

- to make reasonable efforts to provide for the physical needs of the child

- to prepare the child emotionally and socially to make the child receptive to learning and discipline

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(see next page)

- to hold high expectations for academic achievement

- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school

- to ensure attendance and punctuality

- to attend parent-teacher conferences

- to monitor and check homework

- to communicate with the child's teachers

- to build partnerships with teachers to promote successful school experiences

- to attend, when possible, school events

- to model desirable behaviors

- to use encouraging words

- to stimulate thought and curiosity

- to show support for school expectations and efforts to increase student learning

- to encourage appropriate behavior at school and during school-sponsored events

Cf. KB

Adopted 6/26/00; Revised 11/27/00, 6/11/07, ^

Legal references:

A. Federal Law:
   1. The Family Education Rights and Privacy Act of 1974, 20 U.S.C.A. Section 1232(g).

B. S.C. Code, 1976, as amended:
   1. Section 20-7-100 - Parental right to participate in child's school activities unless prohibited by court order.
   2. Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.
   3. Section 59-33-310, *et seq.* - Adult Students with Disabilities Educational Rights and Consent Act.
   4. Section 59-59-10, *et seq.* - South Carolina Education and Economic Development Act.

McCormick County School District

CAREER AND TECHNICAL EDUCATION PLANNING AND APPEALS

Code **KC** *Issued*

Purpose: To establish the board's vision for community involvement in career and technical education planning and appeals.

Career and Technical Education Program Planning

In order to comply with federal law, the district will observe the participatory and appeal processes described below in the planning and implementation of career and technical education programs. Interested parents/legal guardians, students, and area residents will be able to participate directly in local decisions pertaining to the local plan.

Participatory Planning

In order to provide an opportunity for all segments of the population to have input into the local plan development, the district will do the following:

- Provide the opportunity for community involvement or input into the development of the local plan for career and technical education prior to its submission to the State Office of Career and Technology Education.

- Inform students, parents/legal guardians, teachers, and/or area residents of the opportunities for input into the local decisions influencing the character of programs.

Expedited Appeal Process

Students, parents/legal guardians, teachers, and/or area residents will be able to appeal local decisions that influence the character of career and technical programs affecting their interest as follows:

- Within 14 days after a decision is rendered by the local school district/other eligible recipient administration, the matter may be submitted in writing to the attention of the district superintendent.

- The superintendent will respond to the appeal in writing within 14 days. A complaint that remains unresolved may be appealed in writing to the district board of trustees within 30 days for review and action within 30 days.

- An unsatisfactory decision by the school district board of trustees may be appealed in writing to the South Carolina state board of education within 14 days for final action within 60 days.

Adopted 6/26/00; Revised 6/11/07, ^

Legal references:

A. Federal Law:
  1. Carl D. Perkins Career and Technical Education Improvement Act of 2006, 20 U.S.C.A Section 2301, *et seq.*

McCormick County School District

Policy

SCHOOL-COMMUNITY RELATIONS GOALS

Purpose: To establish the board's vision for school community relations.

The board will interpret the educational program to the people and invite discussion and suggestion on important educational policies. The board will attempt, at all times, to represent the entire community rather than any single group or section. To this end, the board establishes the following school-community relations goals:

- to develop intelligent citizen understanding of the school district in all aspects of its operation

- to determine how the citizenry feels about the school district and what it wishes the school district to accomplish

- to develop citizen understanding of the need for adequate financial support of a sound educational program

- to help citizens assume a more direct responsibility for the quality of education the school district provides

- to earn the good will, respect, and confidence of the citizenry in the personnel and services of the school district

- to bring about citizen understanding of the need for improvement and what must be done to facilitate essential change

- to involve citizens in the work of the board and the solving of its educational problems

- to invite the assistance, cooperation, and understanding of elected and appointed officials and committees in the development of educational programs and facilities

- to promote a genuine spirit of cooperation between the board and community in sharing leadership for the improvement of the community

- to use advocacy as a means to support board policies and foster a citizen understanding of the impact of federal and state legislation on the district and its schools

Adopted 6/26/00; Revised 2/9/09, ^

Legal references:

A. Federal Cases:
   1. *Page v. Lexington County School District One*, 531 F.3d 275 (4th Cir. 2008).

McCormick County School District

PUBLIC GIFTS/DONATIONS TO SCHOOLS

Code **KCD** *Issued*

Purpose: To establish the basic structure for the public donation of items to the schools.

The school board may accept and hold in trust for its particular school district any property granted, devised, or bequeathed to the district. The board may use the property in such a manner as in its judgement seems most conducive to the welfare of the schools when not otherwise directed by the terms of the grant, devise, gift, or bequest.

Gifts to the school district for public school purposes may be accepted subject to conditions of the gift. Property purchased by the school district may be acquisitioned in fee simple title only.

The superintendent will establish other criteria to be met in acceptance of gifts and the procedures to be followed in using such gifts.

Adopted 6/26/00; Revised ^

Legal references:

A. S. C. Code, 1976, as amended:
    1. Section 59-19-170 - Acceptance and holding of property by trustees.
    2. Section 59-19-180 - Purchase of land by trustees.
    3. Section 59-69-30 - Investment of such fund.

B. S.C. Attorney General's Opinion:
    1. S.C. Att'y Gen. Op. (Mar. 20, 1969) - A board of trustees that acquires by purchase land to be used for public school purposes must take fee simple absolute title.

McCormick County School District

PUBLIC INFORMATION AND COMMUNICATION

Code **KD** *Issued*

Purpose: To establish the board's vision for the district's public information and communication program.

It will be the policy of the board to keep the community informed of the objectives, achievements, needs, and conditions of the district.

The board will seek to keep the citizens of the district regularly and thoroughly informed through all the channels of communication. Therefore, the board will make every attempt to do the following:

- Disseminate to the public information regarding the policies, administrative operations, objectives, educational program, and successes and failures of the schools and the needs of the district.

- Inform the public of the board's position on issues being considered by state or federal elected representatives which may have an impact on the district.

- Provide the means for furnishing full and accurate information, favorable and unfavorable, regarding the district and each school's instructional plan and programs, including an interpretation and explanation where necessary.

The superintendent will supervise the public information program of the district. The central administrative office will implement and coordinate the program. The superintendent will develop guidelines for the district's use of its communications channels, including the district web site, to implement the public information and communication program and to ensure that measures are in place to monitor and control its use and content in a manner that is consistent with the district's mission.

Adopted 6/26/99; Revised 2/9/09, ^

Legal references:

A. Federal Cases:
   1. *Page v. Lexington County School District One,* 531 F.3d 275 (4th Cir. 2008).

McCormick County School District

PUBLIC'S RIGHT TO KNOW/FREEDOM OF INFORMATION

Code **KDB** *Issued*

Purpose: To establish the board's vision for the public's right to know about board operations.

The board is a public servant and its meetings and records are a matter of public information except as such meetings and records pertain to individual personnel and other classified matters as provided by law.

The official minutes of the board, its written policies, and its financial records will be open for inspection at the superintendent's office. Any citizen may examine these documents during the hours when the office of the superintendent is open. However, no district employee will release records pertaining to individual students or staff members for inspection by the public or any unauthorized persons.

Adopted 6/26/00; Revised ^

Legal references:

A. S. C. Code, 1976, as amended:
    1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

McCormick County School District

MEDIA RELATIONS

Purpose: To establish the board's vision for relations with the media.

The district will make every effort practical to assist the press and other communications media to obtain complete and adequate coverage of the programs, issues, planning, and activities of the district.

The district will give all representatives of the media equal access to information about the schools. The district will make general releases of interest to the entire district available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans, or challenges.

Adopted 2/26/79; Revised 6/26/00, ^

McCormick County School District

Policy KBE Relations with Parent Organizations

Issued 6/07

OLD

Purpose: To establish the basic structure for board and district relations with parent organizations.

State law delegates to local school district boards of trustees the responsibility of officially representing the public in the operation of the district's public schools. In order to accommodate citizens who have specific positive interests in providing additional support for selected school activities, the board authorizes the formation of cooperative parent-school groups that will provide legitimate and systematic participation to foster selected school activities. Among these are booster clubs, parent-teacher organizations, parent support groups, business-school partnerships and education foundations. The board believes that for a successful community-school organization to exist, the propelling and compelling impetus for such an organization must be a spirit of altruism, cooperation and supportive action rather than discord, confrontation and usurpation of legitimate board and administrative prerogatives.

These groups will not have administrative authority in connection with the operation of the school. The board has final authority over all phases of the school and money raised for schools. Equipment donated to the school becomes the property of the district.

The board encourages administration, staff and employees to be supportive and accommodating to the activities of these groups. Each group will submit a statement of purpose and regulations governing the group's involvement to the superintendent for review and approval by the board.

These support groups need administrative approval for any events, programs or operations that involve the following.

- the participation of children

- operation of a school service

- charges to children

- solicitation of children

- communications sent home with all children in a school

The board directs the administration to establish regulations and procedures that will provide for an orderly and systematic operation of such groups. The board further directs the administration periodically to evaluate the productivity and impact of the support groups.

This policy governs all groups currently in existence in the district as well as those formed after the date of adoption of this policy.

Adopted 2/9/78; Revised 7/30/84, 6/26/00, 6/11/07

McCormick County School District

RELATIONS WITH PARENT ORGANIZATIONS

Code **KBE** *Issued*

Purpose: To establish the basic structure for board and district relations with parent organizations.

State law delegates to local school district boards of trustees the responsibility of officially representing the public in the operation of the district's public schools. In order to accommodate citizens who, have specific positive interests in providing additional support for selected school activities, the board authorizes the formation of cooperative parent-school groups that will provide legitimate and systematic participation to foster selected school activities. Among these are booster clubs, parent-teacher organizations, parent support groups, business-school partnerships, and education foundations. The board believes that for a successful community-school organization to exist, the propelling and compelling impetus for such an organization must be a spirit of altruism, cooperation, and supportive action rather than discord, confrontation, and usurpation of legitimate board and administrative prerogatives.

These groups will not have administrative authority in connection with the operation of the school. The board has final authority over all phases of the school and money raised for schools. Equipment donated to the school becomes the property of the district.

The board encourages administration, staff, and employees to be supportive and accommodating to the activities of these groups. Each group will submit a statement of purpose and regulations governing the group's involvement to the superintendent for review and approval by the board.

These support groups need administrative approval for any events, programs, or operations that involve the following:

* the participation of children
* operation of a school service
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* communications sent home with all children in a school

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This policy governs all groups currently in existence in the district as well as those formed after the date of adoption of this policy.

Adopted 2/9/78; Revised 7/30/84, 6/26/00, 6/11/07, ^

McCormick County School District

Policy KDDA Press Releases, Conferences and Interviews   αⱱ

Issued 6/00

Purpose: To establish the board's vision for press releases, conferences and interviews.

Because the schools are public institutions endeavoring to serve the educational needs of the community, it is important that information be disseminated concerning their activities and problems. In order that district and school news be given the best press coverage, with a minimum of inaccuracies reported, the board desires that the release of official news from the district and school be coordinated as follows.

- The board chairman will be the official spokesperson for the board, except as this duty is designated to the superintendent or another member of the board.

- The superintendent or his/her designee has the responsibility for news releases which are of a district wide nature or pertain to established district policy.

- The principal of the individual school has the responsibility for news releases which are of concern to only one school or to any organization of one school. However, the superintendent or his/her designee must clear all news releases issued by any individual school. All statements made to the press by other staff members of the particular school must first be cleared with the principal and then the superintendent.

Adopted 2/26/79; Revised 6/26/00

Legal references:

   S.C. Code, 1976, as amended:

        Section 30-4-5 *et seq.* - Freedom of Information Act.

McCormick County School District

PRESS RELEASES, CONFERENCES, AND INTERVIEWS

Code **KDDA** *Issued*

Purpose: To establish the board's vision for press releases, conferences, and interviews.

Because the schools are public institutions endeavoring to serve the educational needs of the community, it is important that information be disseminated concerning their activities and challenges. In order that district and school news be given accurate and complete press coverage, the board desires that the release of official news from the district and schools be coordinated as follows:

- The board chairman will be the official spokesman for the board, except as this duty is designated to the superintendent or another member of the board.

- The superintendent or his/her designee has the responsibility for news releases that are of a districtwide nature or pertain to established district policy.

- The principal of the individual school has the responsibility for news releases that are of concern to only one school or to any organization of one school. However, the superintendent or his/her designee must clear all news releases issued by any individual school. All statements made to the press by other staff members of the particular school must first be cleared with the principal and then the superintendent.

Adopted 2/26/79; Revised 6/26/00, ^

Legal references:

A. S. C. Code, 1976, as amended:
   1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

McCormick County School District

Policy KE Public Concerns and Complaints

OLD

Issued 6/00

Purpose: To establish the board's vision for receiving and handling public complaints.

Complaints to one or more board members against any action of any employee of the district or against any administrative rule or board policy, which in the judgment of the board members hearing the complaint requires investigation or action, will be referred to the superintendent for investigation, appropriate action or recommendations as the situation might justify.

If the matter cannot be resolved satisfactorily by the superintendent, the complainant will register the complaint in writing with the chairman of the board, setting forth the facts on which the complaint is based.

The board, at its next regular meeting or at a special meeting, will then consider the grievance of the complainant and dispose of the matter according to its best judgment.

Adopted 2/9/78; Revised 6/26/00

McCormick County School District

PUBLIC CONCERNS AND COMPLAINTS

Code **KE** *Issued*

Purpose: To establish the board's vision for receiving and handling public complaints.

Complaints to one or more board members against any action of any employee of the district or against any administrative rule or board policy, which in the judgment of the board members hearing the complaint requires investigation or action, will be referred to the superintendent for investigation, appropriate action, or recommendations as the situation might justify.

If the matter cannot be resolved satisfactorily by the superintendent, the complainant will register the complaint in writing with the chairman of the board, setting forth the facts on which the complaint is based.

The board, at its next regular meeting or at a special meeting, will then consider the complaint and dispose of the matter according to its best judgment.

Adopted 2/9/78; Revised 6/26/00, ^

McCormick County School District

PUBLIC CONCERNS AND COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

Code **KEC** *Issued*

Purpose: To establish the basic structure for receiving and handling public concerns and complaints about instructional resources.

The board recognizes its responsibility in the matter of selection and provision of instructional materials. Any parent/legal guardian or citizen may lodge a complaint against any books or instructional materials being used in the school system.

The complainant must submit criticism of books or other instructional materials in writing to the superintendent using the "Citizens Request for Review of Educational Materials" form KEC-E. Committees will review all complaints (building-level and district-level) in accordance with approved administrative rule KEC-R.

The board directs that any challenged materials remain in the school pending final action upon the complaint. However, the school may observe the request of a parent/legal guardian that his/her own child not be assigned a specific book.

The superintendent will inform the board of all complaints about instructional materials.

Adopted ^ _____

Legal references:

A. S. C. Code, 1976, as amended:
   1. Section 59-19-90(7) - The board of trustees shall control the educational interests of the district.

B. Federal Cases:
   1. *Board of Education v. Pico*, 457 U.S. 853 (1982).

McCormick County School District

Policy KEC Public Concerns and Complaints about Instructional Resources

Issued 10/06

Purpose: To establish the basic structure for receiving and handling public concerns and complaints about instructional resources.

The board of trustees recognizes its responsibility in the matter of selection and provision of instructional materials. Any parent/legal guardian or citizen may lodge a complaint against any books or instructional materials being used in the school system.

The complainant must submit criticism of books or other instructional materials in writing to the superintendent using the "Citizens Request for Review of Educational Materials" form (KEC-E). Committees will review all complaints (building level and district level) in accordance with the approved administrative rule (KEC-R).

The board directs that any challenged materials remain in the school pending final action upon the complaint. However, the school may observe the request of a parent/legal guardian that his/her own child not be assigned a specific book.

The superintendent will inform the board of all complaints about instructional materials.

Adopted 2/9/78; Revised 4/28/80, 6/26/00, 10/3/06

Legal references:

S.C. Code, 1976, as amended:

Section 59-19-90(7) - The board of trustees shall control the educational interests of the district.

Case Law:

Board of Education v. Pico, 457 U.S. 853 (1982).

McCormick County School District

AR KEC-R Public Concerns and Complaints About Instructional Resources

Issued 10/06

Two committees will review all complaints about instructional materials. The principal will name a school level committee. The superintendent will name a district level committee.

The superintendent will submit the written complaint to the appropriate building principal for review by a school level committee. This three-member school level review committee will consist of a classroom teacher, an administrator and the media specialist/librarian. The school level review committee will meet within 10 days of the receipt of a completed book action request form to consider the complaint. The committee will review the complaint and formulate a recommendation. The principal will send the recommendation to the district level review committee.

The superintendent will appoint the district level review committee annually. This committee will be composed of two secondary school teachers, one middle school teacher, two elementary school teachers, a representative form one school's advisory committee and a district level administrator. The district level review committee will meet to consider all school level review committee recommendations within 10 days of their receipt of the school committee's recommendation. As a part of the review process, the committee may invite the complainant to appear before it to discuss the nature of the complaints. Following their review, the district committee will forward a recommendation to the superintendent for review and transmittal to the complainant.

The complainant may appeal the committee's decisions in writing through the superintendent to the board.

Instructions to evaluating committees

The board directs the evaluating committees to bear in mind the principles of the freedom to learn and to read. The committees must base their decisions on these principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

The committee should study all materials thoroughly and read available reviews. The committee should check the general acceptance of the materials by consulting standard evaluation aids and local holdings in other schools.

The committee must not pull passages or parts out of context. The committee must weigh values and faults against each other and base its opinions on the material as a whole.

Should a committee recommend the removal of a book, the committee's final report must demonstrate that its decision was not intended to remove books to deny students' access to ideas which committee members find to be repugnant. Such an intention would violate Constitutional standards. The committee must further demonstrate that the books in question are not educationally suitable.

The committee report, reflecting the majority opinion, will be given to the complainant at the conclusion of the committee's discussion on the questioned materials.

Suggested format or outline for report from evaluating committee.

- list of committee members and their positions

- statement ensuring that each committee member read the material in its entirety

- list of review source(s) consulted

- statement of majority opinion

- committee's final decision

Issued 2/9/78; Revised 4/28/80, 6/26/00, 10/3/06

McCormick County School District

PUBLIC CONCERNS AND COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

Code **KEC-R** *Issued*

Two committees will review all complaints about instructional materials. The principal will name a school-level committee. The superintendent will name a district-level committee.

School-level review

The superintendent will submit the written complaint to the appropriate building principal for review by a school-level review committee. The school-level committee will meet within 10 days of the receipt of a Citizen's Request for Review of Education Materials Form to consider the complaint. The committee will review the complaint and formulate a recommendation. The principal will send the recommendation to the district-level review committee.

District-level review

The superintendent will appoint the district-level review committee annually. The district-level review committee will meet to consider all school-level review committee recommendations within 10 days of its receipt of the school committee's recommendation. As a part of the review process, the committee may invite the complainant to appear before it to discuss the nature of the complaints. Following its review, the district-level committee will forward a recommendation to the superintendent for review and transmittal to the complainant.

The complainant may appeal the committee's decisions in writing through the superintendent to the board.

Instructions to Evaluating Committees

The board directs the evaluating committees to bear in mind the principles of the freedom to learn and to read. The committees must base their decisions on these principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

The committee should study all materials thoroughly and read available reviews. The committee should check the general acceptance of the materials by consulting standard evaluation aids and local holdings in other schools. The committee must not pull passages or parts out of context. The committee must weigh values and faults against each other and base its opinions on the material as a whole.

Should a committee recommend the removal of a book or any other instructional materials, the committee's final report must demonstrate that its decision was not intended to remove the item to deny students' access to ideas which committee members find to be repugnant because such an intention would violate Constitutional standards. The committee must further demonstrate that the materials in question are not educationally suitable.

The committee report, reflecting the majority opinion, will be given to the complainant at the conclusion of the committee's discussion on the questioned materials.

Suggested Format or Outline for Report from Evaluating Committee

- list of committee members and their positions
- statement ensuring that each committee member read the material in its entirety

McCormick County School District

- list of review source(s) consulted
- statement of majority opinion
- committee's final decision

Issued 2/9/78; Revised 4/28/80, 6/26/00, 10/3/06, ^

McCormick County School District

OLD

CITIZEN'S REQUEST FOR REVIEW OF EDUCATION MATERIALS

Author _____ Type of material _____

Title _____

Publisher or producer _____

Request initiated by _____

Telephone _____ Address _____

City and state _____ ZIP code _____

Do you represent: Yourself: ___ An organization (name): _____

Other group (name): _____

1. To what in the work do you object? Please be specific. List pages. _____

    _____

    _____

2. What of value is there in this work? _____

    _____

    _____

3. What do you feel might be the result of using this material? _____

    _____

    _____

4. If you did not examine the entire body of this work, why not? _____

    _____

    _____

5. Are you aware of the judgements of this work by literary critics? _____

6. If the material was obtained from the media center as a result of a class
    assignment, are you aware of the teacher's purpose for using it? _____

    _____

    _____

McCormick County School District

7. What do you believe is the theme or purpose of this work? _____

_____

_____

8. What do you prefer the school to do about this material?

_____ Do not assign/lend it to my child.

_____ Re-evaluate this material.

_____ Withdraw it from the use of all students.

Other: (Explain): _____

_____

_____

9. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

_____

_____

_____

McCormick County School District

CITIZEN'S REQUEST FOR REVIEW OF EDUCATION MATERIALS

Author _____ Type of material _____

Title _____

Publisher or producer _____

Request initiated by _____

Telephone _____ Address _____

City and state _____ ZIP code _____

Do you represent: Yourself: ____ An organization (name): _____

Other group (name): _____

1. To what in the work do you object? Please be specific. List pages. _____

   _____

   _____

2. What of value is there in this work? _____

   _____

   _____

3. What do you feel might be the result of using this material? _____

   _____

   _____

4. If you did not examine the entire body of this work, why not? _____

   _____

   _____

5. Are you aware of the judgements of this work by literary critics? _____

6. If the material was obtained from the media center as a result of a class
   assignment, are you aware of the teacher's purpose for using it? _____

   _____

   _____

McCormick County School District

7. What do you believe is the theme or purpose of this work? _____

_____

_____

8. What do you prefer the school to do about this material?

              _____ Do not assign/lend it to my child.

              _____ Re-evaluate this material.

              _____ Withdraw it from the use of all students.

Other (Explain): _____

_____

_____

9. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

_____

_____

_____

McCormick County School District

Policy KF Community Use of School Facilities   OUD

Issued 7/04

Purpose: To establish the basic structure for community use of school facilities.

The board of trustees recognizes the capital investment of the community in school property and desires that buildings and other facilities be used to promote the general welfare of the community. However, community use of school property must not interfere in any way with the educational program of the regular school day or afternoon and evening programs of students.

Community use of school facilities cannot be subsidized with district funds. Therefore, the board of trustees reserves the right to restrict the use of school facilities to groups or organizations who will assume all responsibility for the use of these facilities by all persons who may attend the function for which the building is being used. This responsibility extends to the prompt payment of all charges due the district for the use of the facilities and any damages which may accrue from such use. In addition, the user will be legally responsible for all claims by a person or persons filing claims for any personal injury, property damage or loss on school grounds or in the school building during the period the school facilities are being used. Bonds may be required at the discretion of the superintendent. Use of school facilities will generally not include use of the district's signage.

District properties will be made available for community use as provided in the following.

* Facilities will be made available for recreational, educational and civic purposes. The district will not rent any school facility for private or corporate gain, except when the activity is considered a desired part of the school curriculum and the school does not offer the activity. Examples include music, art or dance lessons; however, the principal and the superintendent or his/her designee must approve any such use or rental where a profit may be realized.

* Requests for use of school property must be submitted in writing to the superintendent or his/her designee. Requests should state the purpose for which the use is desired, time, date and representative or organization accepting responsibility for compliance with district policy.

* Use of school facilities by district schools and school-related organizations takes precedence over all other uses. No request for use of school facilities will be granted which interferes with school use of the desired facilities. Parent-teacher organizations/associations, district organizations, band and athletic booster clubs, SADD, 4-H clubs, FFA and FHA organizations and other similar organizations are considered school organizations and will not be charged for facility use.

* The district reserves the right to decline any rental application and/or to waive any or all charges as determined to be in the district's best interest. In determining whether to waive a fee, consideration may be given to non-profit organizations providing programs/activities for students which are determined to be in the best interest of the district. The district also reserves the right to levy additional charges occasioned by an unusual use of school facilities.

* Additionally, the district reserves the right to terminate an agreement should an organization/association fail to fulfill its obligation to the complete satisfaction of the district or school administration.

* Facility usage required as a result of joint business/education partnerships will not result in a charge to the participating organization.

* Governmental bodies or agencies may use school facilities without charge, provided that use is scheduled for hours the building is normally open and staffed, that the instructional program is in no way disrupted and that no special custodial services are required.

* The board of trustees and its authorized representatives will have full and free access to the premises at all times.

• The school principal must authorize all requests in advance for use of his/her assigned facility. Because the use of certain areas by non-school related groups may infringe upon the normal school operations, the school principal may restrict these areas from use.

• By making application for use of school property, the organization/association using the facility agrees to be responsible for any accidents, either to property or to persons, and to hold the district harmless in such event, regardless of whether the organization/association is assessed a usage fee.

• The organization/association, by making application, agrees to assume responsibility for the following.

    - proper use of facilities

    - supervision and proper conduct during the use of the facilities, including the provision of police protection or security, if needed

    - payment for damage or breakage

    - securing of any permits required by a city, town or the county which may be required for the activity

• The district will set forth all terms in a contract which an official representative of the organization/association must sign, regardless of whether the organization/association is assessed a usage fee.

• The applying organization is responsible for the observance of all local, state and federal rules and regulations. This includes, but is not limited to, regulations of the police and fire departments and the state department of health and environmental control.

• Permission to use school buildings or other facilities will be granted for periods not to exceed three months by the superintendent or his/her designee. The board of trustees may approve continued use for an additional period not to exceed nine months. There will be no extensions thereafter. This provision will not apply to non-profit organizations providing programs/activities for students which are determined to be in the best interest of the district.

• School buildings may be approved for use by church groups for worship services on the same basis that they are rented to other groups. The board of trustees reserves the right to require these groups to present documentary evidence to show that they are proceeding with plans to secure a permanent location for their use. Property deeds, building contracts, financial reserves on hand or arranged for, etc., may constitute such evidence. However, use provided these groups is subject to the same terms as set forth in the item above.

• A school custodian is required to be on duty during the use of any school facility.

• When the kitchen areas are to be used, a food service employee will be on duty. Charges for these services will be assessed in addition to the normal charges for the use of the building.

• The following activities are prohibited.

    - possession, use or distribution of alcoholic beverages

    - possession, use or distribution of controlled substances

    - use of tobacco products

    - use of school facilities for private or corporate gain

    - promulgation of any theory or doctrine subversive to the laws of the United States or any political subdivision thereof

    - advocating governmental change by violence

- any activity that may violate the canons of good morals, manners or taste or be injurious to the buildings, grounds or equipment

- activities that are discriminatory in nature

- any purpose in conflict with school activities

- any other unlawful or unauthorized use

• The board of trustees recognizes and respects its employees' right to personal time off from the job. In view of this, school facilities may not be available for use by rental groups on the following days: Independence Day, Labor Day, Thanksgiving, Christmas Eve or Christmas Day and New Year's Day.

• In support of the electoral process, no charges will be assessed for the use of school facilities as polling places for primaries or for general elections.

• A schedule of fees will be set up sufficient to cover personnel and operating expenses. All payments to personnel for services rendered in connection with the rental of a facility will be made by the district.

• The board of trustees reserves the right to amend, suspend or revoke the provisions of this policy at any time it deems necessary to be in the best interest of the district and/or the community.

Adopted 3/7/77; Revised 7/28/80, 7/6/04

McCormick County School District

COMMUNITY USE OF SCHOOL FACILITIES

Purpose: To establish the basic structure for community use of school facilities.

The board recognizes the capital investment of the community in school property and desires that buildings and other facilities be used to promote the general welfare of the community. However, community use of school property must not interfere in any way with the educational program of the regular school day or afternoon and evening programs of students.

Community use of school facilities cannot be subsidized with district funds. Therefore, the board reserves the right to restrict the use of school facilities to groups or organizations who will assume all responsibility for the use of these facilities by all persons who may attend the function for which the building is being used. This responsibility extends to the prompt payment of all charges due the district for the use of the facilities and any damages which may accrue from such use. In addition, the user will be legally responsible for all claims by a person or persons filing claims for any personal injury, property damage, or loss on school grounds or in the school building during the period the school facilities are being used. Bonds may be required at the discretion of the superintendent. Use of school facilities will generally not include use of the district's signage.

District properties will be made available for community use as provided in the following:

- Facilities will be made available for recreational, educational, and civic purposes. The district will not rent any school facility for private or corporate gain, except when the activity is considered a desired part of the school curriculum and the school does not offer the activity. Examples include music, art, or dance lessons; however, the principal and the superintendent or his/her designee must approve any such use or rental where a profit may be realized.

- Requests for use of school property must be submitted in writing to the superintendent or his/her designee. Requests should state the purpose for which the use is desired, time, date, and representative or organization accepting responsibility for compliance with district policy.

- Use of school facilities by district schools and school-related organizations takes precedence over all other uses. No request for use of school facilities will be granted which interferes with school use of the desired facilities. Parent-teacher organizations/associations, district organizations, band and athletic booster clubs, SADD, 4-H clubs, FFA and FHA organizations, and other similar organizations are considered school organizations for purposes of this policy and will not be charged for facility use.

- The district reserves the right to decline any rental application and/or to waive any or all charges as determined to be in the district's best interest. In determining whether to waive a fee, consideration may be given to non-profit organizations providing programs/activities for students which are determined to be in the best interest of the district. The district also reserves the right to levy additional charges occasioned by an unusual use of school facilities.

  Additionally, the district reserves the right to terminate an agreement should an organization/association fail to fulfill its obligation to the complete satisfaction of the district or school administration.

- Facility usage required as a result of joint business/education partnerships will not result in a charge to the participating organization.

McCormick County School District

- Governmental bodies or agencies may use school facilities without charge, provided that use is scheduled for hours the building is normally open and staffed, the instructional program is in no way disrupted, and no special custodial services are required.

- The board and its authorized representatives will have full and free access to the premises at all times.

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- The organization/association, by making application, agrees to assume responsibility for the following:

  - proper use of facilities
  - supervision and proper conduct during the use of the facilities, including the provision of police protection or security, if needed
  - payment for damage or breakage
  - securing of any permits required by a city, town, or the county which may be required for the activity

- The district will set forth all terms in a contract which an official representative of the organization/association must sign, regardless of whether the organization/association is assessed a usage fee.

- The applying organization is responsible for the observance of all local, state, and federal rules and regulations. This includes, but is not limited to, regulations of the police and fire departments and the South Carolina Department of Health and Environmental Control.

- Permission to use school buildings or other facilities will be granted for periods not to exceed three months by the superintendent or his/her designee. The board may approve continued use for an additional period not to exceed nine months. There will be no extensions thereafter. This provision will not apply to non-profit organizations providing programs/activities for students which are determined to be in the best interest of the district.

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- A school custodian is required to be on duty during the use of any school facility.

- When the kitchen areas are to be used, a food service employee will be on duty. Charges for these services will be assessed in addition to the normal charges for the use of the building.

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  - possession, use, or distribution of alcoholic beverages
  - possession, use, or distribution of controlled substances

McCormick County School District

- use of tobacco products
- use of school facilities for private or corporate gain
- promulgation of any theory or doctrine subversive to the laws of the United States or any political subdivision thereof
- advocating governmental change by violence
- any activity that may violate the canons of good morals, manners, or taste or be injurious to the buildings, grounds, or equipment
- activities that are discriminatory in nature
- any purpose in conflict with school activities
- any other unlawful or unauthorized use

- The board recognizes and respects its employees' right to personal time off from the job. In view of this, school facilities may not be available for use by rental groups on the following days: Independence Day, Labor Day, Thanksgiving, Christmas Eve or Christmas Day, and New Year's Day.

- In support of the electoral process, no charges will be assessed for the use of school facilities as polling places for primaries or for general elections.

- A schedule of fees will be set up sufficient to cover personnel and operating expenses. All payments to personnel for services rendered in connection with the rental of a facility will be made by the district.

- The board reserves the right to amend, suspend, or revoke the provisions of this policy at any time it deems necessary to be in the best interest of the district and/or the community.

Adopted 3/7/77; Revised 7/28/80, 7/6/04, ^

Legal references:

A. S.C. Code, 1976, as amended:
   1. Section 7-9-110 - Conducting elections or primaries in a facility that receives state funds.
   2. Section 59-1-370 - Closing of educational institutions on general election day.
   3. Section 59-19-90(7) - General powers and duties of school trustees.
   4. Section 59-19-120 - Rules and regulations governing use of school buildings.
   5. Section 59-19-125 - Leasing school property for particular purposes.

B. Federal Cases:
   1. *Child Evangelism Fellowship of South Carolina v. Anderson School District Five*, 470 F.3d 1062 (4th Cir. 2006).

McCormick County School District

AR KF-R Community Use of School Facilities

OLD

Issued 7/04

The use of all school facilities and grounds must be confirmed by the superintendent or his/her designee at least seven days in advance of the event.

- <u>Application forms</u> - Forms are available at the administration building or school offices. Before completing forms, please check available dates by calling the facility desired. The Agreement for School Property forms must be completed and signed before the booking is confirmed.

- <u>Payments</u> - Checks are to be made payable to McCormick County School District. Bills will be rendered within 30 days of the activity and payment must follow within 15 days of the billing date.

- <u>Cancellations</u> - The public school program has first priority in the use of facilities. In the event that a conflict should develop, the right is reserved to cancel the reservation at least 30 days in advance of the scheduled date. Renting organizations may cancel confirmed reservations without penalty up to eight hours in advance of beginning time. All costs incurred through tardy cancellation notification must be paid by the rentee.

- <u>Equipment request</u> - Subject to approval of the principal, piano, lectern, sound system, etc., may be available within the school. Additional items are not to be transported from other schools.

- <u>Stage scenery</u> - May be left overnight with the consent of the principal. Full responsibility must be assumed by the rentee. All of the scenery must be stored at rear of backdrop or wings. School scenery cannot be used.

- <u>Properties</u> - Schools will not be responsible for damage or theft of rentee's properties left unsupervised on the premises.

- <u>Audiovisual equipment</u> - Will not be available.

- <u>Smoking</u> - Prohibited in all school facilities.

- <u>Alcoholic beverages</u> - Prohibited in all school facilities and on all school grounds.

- <u>Adult supervision</u> - Required throughout all youth programs.

- <u>Damages</u> - Rentees of school properties must assume full responsibility for any damages to the property or loss of equipment.

- <u>Prohibitions</u> - Activities causing undue wear and tear to school properties are prohibited. This may include such things as vehicular activities, fastening of apparatus, marching units in some areas or potentially disorderly occupancy. Food and beverages are excluded from carpeted spaces.

- <u>Insurance</u> - Special fundraising events may, at the discretion of the superintendent, require the rentee to provide insurance. The rentee will be legally responsible for all claims by a person or persons filing claims for any personal injury, property damage or loss on school grounds or in the school building during the period the school properties were being rented.

Issued 7/6/04

McCormick County School District

COMMUNITY USE OF SCHOOL FACILITIES

Code **KF-R** *Issued*

The use of all school facilities and grounds must be confirmed by the superintendent or his/her designee at least seven days in advance of the event.

- *Application forms* - Forms are available at the administration building or school offices. Before completing forms, check available dates by calling the facility desired. The Agreement for School Property forms must be completed and signed before the booking is confirmed.

- *Payments* - Checks are to be made payable to McCormick County School District. Bills will be rendered within 30 days of the activity and payment must follow within 15 days of the billing date.

- *Cancellations* - The public school program has first priority in the use of facilities. In the event that a conflict should develop, the right is reserved to cancel the reservation at least 30 days in advance of the scheduled date. Renting organizations may cancel confirmed reservations without penalty up to eight hours in advance of beginning time. All costs incurred through tardy cancellation notification must be paid by the lessee.

- *Equipment request* - Subject to approval of the principal, a piano, lectern, sound system, etc., may be available within the school. Additional items are not to be transported from other schools.

- *Stage scenery* - May be left overnight with the consent of the principal. Full responsibility must be assumed by the lessee. All of the scenery must be stored at rear of backdrop or wings. School scenery cannot be used.

- *Properties* - Schools will not be responsible for damage or theft of lessee's properties left unsupervised on the premises.

- *Audiovisual equipment* - Will not be available.

- *Smoking* - Prohibited in all school facilities and on all district grounds.

- *Alcoholic beverages* - Prohibited in all school facilities and on all district grounds.

- *Adult supervision* - Required throughout all youth programs.

- *Damages* - Lessees of school properties must assume full responsibility for any damages to the property or loss of equipment.

- *Prohibitions* - Activities causing undue wear and tear to school properties are prohibited. This may include such things as vehicular activities, fastening of apparatus, marching units in some areas, or potentially disorderly occupancy. Food and beverages are excluded from carpeted spaces.

- *Insurance* - Special fundraising events may, at the discretion of the superintendent, require the lessee to provide insurance. The lessee will be legally responsible for all claims by a person or persons filing claims for any personal injury, property damage, or loss on school grounds or in the school building during the period the school properties were being rented.

Issued 7/6/04; Revised ^

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APPLICATION FOR USE OF SCHOOL BUILDING

_____ request the use of _____
(Name of organization) _(Facility name)_

in the _____ on _____ between the hours of _____ and _____
(School) _(Date(s) needed)_ _(Door open)_ _(Door locked)_

for the purpose of _____

Number of persons anticipated _____ Is the Lessee requesting to sell concessions? _____ _____
Yes No

If this is a children/youth event, how many adults will be supervising? _____

Will admission be charged? _____ If so, how much? _____

If admission is charged, receipts from admission are to be used for _____

The individual listed below **personally** accepts the responsibility for **proper supervision of facilities**, ensuring that all fees and damages are paid and that all regulations are observed. Additionally, the person signing and the organization understand that the school district will not be held responsible or liable for any accident or injury occurring to any person or group while the facilities are being used. **Failure to use facilities for the purposes contracted will jeopardize future opportunities to lease facilities.**

Contact person _____ _____ _____
Daytime phone _Home phone_

Address _____

Date _____ _____
Signature of person applying

** _Make checks payable to: McCormick County School District._ _Payment is due 30 days prior to event._

Security: A copy of the contract must be delivered to the director of maintenance two weeks before the activity.

FOR OFFICE USE ONLY

Name of individuals assigned to be on duty _____
(Administrative staff, if applicable)

_____ _____
(Custodian) _(Kitchen use requires food service employee)_

User fee _____ Other charges _____ Total charges _____

_____ _____ _____
(Signature of principal or designee) _(Signature of director of maintenance)_ _(Signature of superintendent or designee)_

_____ _____ _____
Date _Date_ _Date_

Copy to: School, lessee, accounts payable, building/grounds and food service director (if cafeteria/kitchen used)

Note: See reverse side for fees.

McCormick County School District

SCHEDULE OF RATES FOR RENTAL OF SCHOOL FACILITIES

McCormick Elementary/Middle School Complex

Cafeteria/Kitchen

Rental of cafeteria includes use of main cafeteria, chairs and tables. ** An additional fee will be charged to cover the custodial employee that must be present while the cafeteria is in use. If the kitchen is requested an additional fee will be charged to cover the food service employee that must be present.

** Additional cost for food/serving, if applicable.

- Dining area $200.00
- Kitchen $100.00
- Custodial employee $ 15.00 per hour
- Food service employee $ 15.00 per hour

Gymnasium

Rental of the gymnasium includes use of the stage where applicable. ** An additional fee will be charged to cover the custodial employee, administrative staff and the light/sound system technician that must be present while gym is in use.

- Gymnasium $200.00
- Custodial employee $ 15.00 per hour
- Administrative staff $ 25.00 per hour
- Light/Sound system technician $ 20.00 per hour

Meeting room (media center or multi-purpose)

Rental of the meeting room in the media center or the multi-purpose room includes use of the table, chairs, podium, TV/VCR, screen and projector for transparencies. **An additional fee will be charged to cover the custodial employee that must be present while the meeting room is in use.

- Meeting room $125.00
- Custodial employee $ 15.00 per hour

McCormick High School

Cafeteria/Kitchen

(See guidelines listed above in Elementary/Middle School Complex rental)

- Dining room $100.00
- Kitchen $ 50.00

Gymnasium

- Gym $125.00

In accepting this contract, it is understood that persons contracting for and using the school agree to abide by all school board policies, rules and regulations governing the use of school facilities and assume responsibility for damage other than normal wear and tear to the building and facilities.

McCormick County School District

McCormick School District
821 North Mine Street
McCormick, South Carolina 29835
(864) 852-2435

Application for Use of School Building

_____ request the use of _____
(Name of Organization)   (Facility Name)

in the _____ on _____ between the hours of _____ and _____
          (School)   (Date/Dates needed)   (Door Open)   (Door Locked)

for the purpose of (including all activities) _____

Number of persons anticipated: _____ Is the Lessee requesting to sell concession? Yes_____ No_____

If this is a children/youth event, how many adults will be supervising: _____

Will admission be charged? _____ If so, how much? _____

If admission is charged, receipts from admission are to be used for: _____

The individual listed below _personally_ accepts the responsibility for _proper supervision of facilities_, ensuring that all fees and damages are paid and that all regulations are observed. Additionally, the person signing and the organization understand and agree that the School District will not be held responsible or liable for any accident or injury occurring to any person or group while the facilities are being used. _Failure to use facilities for the purposes contracted will jeopardize future opportunities to lease facilities._

Obtain Certificates of Insurance:
Obtain Certificates of Insurance for General Liability from all organizations allowed to lease your facilities. Request that the School System be named Additional Insured on the Certificates

The district reserves the right to require liability insurance depending on the nature of the activity.

Contact Person: _____ Daytime Phone: _____ Home Phone: _____

Address: _____

Date: _____   _____
                                      (Signature of Person Applying will follow the Policy and Administrative Rules)

Make checks payable to: McCormick School District.
Payment is due 30 days prior to event.

FOR OFFICE USE ONLY

Name of individuals assigned to be on duty: _____
                                                      (Administrative Staff, if applicable)

_____   _____
       (Custodian)   (Kitchen use require Food Service Employee)

Security Contract due two (2) weeks prior to event: _____
                                                              Name of Security Company

User Fee: _____ Other Charges: _____ Total Charges: _____

_____   _____   _____
(Signature of Principal or Designee) (Signature of Director of Maintenance) (Signature of Superintendent or Designee)

_____   _____   _____
        Date   Date   Date

Copy to: School, Lessee, Accounts Payable, Building/Grounds and Food Service Director (if cafeteria/kitchen used)

NOTE: See other side for: Fees

Revised 5-24-11

Procedures and Schedule of Rates for Rental of School Facilities

McCormick Elementary/Middle School Complex

Cafeteria/Kitchen
Rental of cafeteria includes use of main cafeteria, chairs, and tables. **An additional fee will be charged to cover the Custodial Employee, who must be present while the cafeteria is in use. If the kitchen is requested, an additional fee will be charged to cover the wages of the Food Service Employee, who must be present.

Dining Area	$200.00
Kitchen	$100.00
Custodial Employee	$50 first hour and $15 thereafter
Food Service Employee	$50 first hour and $15 thereafter
Security Services	-to be det. by the sch. dist., based on type of activity

Gymnasium
Rental of the gymnasium includes use of the stage, if needed. ** An additional fee will be charged to cover the wages of the Custodial Employee(s) and an Administrative Staff Member. These people must be present while the gym is in use. In addition, the wages of the District's Sound System Operator, who must be present when the sound system is in use, must be covered.

Gymnasium	$200.00
Custodial Employee(s)	$50 first hour and $15 thereafter
Administrative Staff Member	$50 first hour and $25.00 per hour thereafter
District's Sound System Operator	$50.00 first hour and $20.00 per hour thereafter
Security Services	-to be det. by the sch. dist., based on type of activity

Rehearsals: must have prior approval from the Director of Maintenance. Certain charges may be applied. [i.e.; changes may be applied, if the facility has to be opened for the group to rehearse.]

Meeting Room (Media Center or Multi-Purpose)
Rental of the Meeting Room in the Media Center or the Multi-Purpose Room includes use of the table, chairs, podium, TV/VCR, screen, and projector for transparencies. **An additional fee will be charged to cover the Custodial Employee(s) who must be present while the Meeting Room and/or Multi-Purpose Room are in use.

Meeting Room	$125.00
Custodial Employee(s)	$50 first hour and $15 thereafter
Security Services	-to be det. by the sch. dist., based on type of activity

McCormick High School

Cafeteria/Kitchen (See guidelines listed above listed for Elementary/Middle School Complex rental.)
Dining Room: $100.00   Kitchen: $50.00

Gymnasium
Gym: $125.00

To receive a refund, the Director of Maintenance must receive a five-day notice, in writing. (Postmarks are not considered receipt of request within the timeframe.) Cancellation/Rescheduled events for **any reason** not made five days prior to event, will result in a $75.00 charge. .

In accepting this contract, it is the understanding that persons contracting for and using the school agree to abide by all school board policies, rules, and regulation governing the use of school facilities and assume responsibility for damage other than normal wear to the building and facilities. The district reserves the right to reject any request to use facilities. The district reserves the right to cancel an event, if it in the best interest of the activities/duties of the school(s).   **Revised 2-28-13**

Policy KLG Relations with Law Enforcement Authorities

Issued 6/00

Purpose: To establish the basic structure for the district's relations with law enforcement authorities.

The school administration may call police to the schools. If the police wish to come to a school for official business, they must first contact the school administration.

When a police officer wishes to question a student on a police matter, the police must present proper authorization for such questioning. The police will not use schools for conducting routine interrogations. The principal or his/her designee will be present during the questioning.

If custody and/or arrest is involved and an official warrant has been issued, the principal will assist the law enforcement officer in assuring that all procedural safeguards as prescribed by law are observed.

School officials must attempt to notify parents if their child is taken into police custody.

School administrators will contact law enforcement authorities immediately upon notice that a person is engaging in or has engaged in certain activities on school property or at a school sanctioned or sponsored activity. Those activities are ones which may result, or do in fact result, in injury or serious threat of injury to the person or to another person or his/her property.

Specifically, the actions which will result in the immediate contact of law enforcement include, but are not limited, to the following.

- possession and/or use of a weapon

- gang fights

- physical threats of bodily harm (adult)

- physical and/or sexual assault of teacher or student

- unauthorized admittance on campus or trespassing

- vandalism/destruction of school property

- suspicion of transference (pushing or consumption) of drugs or alcohol

- burglarizing of school property

- serious disruptions of school functions

Adopted 2/9/78; Revised 6/26/00

Legal references:

S.C. Code, 1976, as amended:

Section 59-24-60 - Requires administrators to contact law enforcement.

McCormick County School District

RELATIONS WITH LAW ENFORCEMENT AUTHORITIES

Code **KLG** *Issued*

.Purpose: To establish the basic structure for the district's relations with law enforcement authorities.

The school administration may call police to the schools. If the police wish to come to a school for official business, they must first contact the school administration.

When a police officer wishes to question a student on a police matter, the police must present proper authorization for such questioning. The police will not use schools for conducting routine interrogations. The principal or his/her designee will be present during the questioning. School officials must attempt to notify parents/legal guardians when their child is being questioned.

If custody and/or arrest is involved and an official warrant has been issued, the principal will assist the law enforcement officer in assuring that all procedural safeguards as prescribed by law are observed.

School officials must attempt to notify parents/legal guardians if their child is taken into police custody.

School administrators will contact law enforcement authorities immediately upon notice that a person is engaging in or has engaged in certain activities on school property or at a school sanctioned or sponsored activity. Those activities are ones that may result, or do in fact result, in injury, or serious threat of injury to the person or to another person or his/her property.

Adopted 2/9/78; Revised 6/26/00, ^

Legal references:

A. S.C. Code, 1976, as amended:
   1. Section 59-24-60 - Requires administrators to contact law enforcement.

McCormick County School District

Policy KLF Relations with Parks and Recreation Agencies

Issued 6/00

OLD

Purpose: To establish the basic structure for the district's relationship with the recreation department.

The district will cooperate with the county recreation department in allowing the use of designated school facilities during specified hours. The county recreation department must provide adequate supervision during the use of any school facilities.

The county recreation department is responsible for the proper conduct of all persons using the school facility, for providing police protection if necessary, for immediate restoration of school property in the event of any damage and for liability insurance covering all persons using the facility. The recreation department must sign a contract agreeing to the above before any school property will be turned over to its use.

Adopted 2/9/78; Revised 6/26/00

McCormick County School District

RELATIONS WITH PARKS AND RECREATION AGENCIES

Code **KLF** *Issued*

Purpose: To establish the basic structure for the district's relationship with the recreation department.

The district will cooperate with the county recreation department in allowing the use of designated school facilities during specified hours. The county recreation department must provide adequate supervision during the use of any school facilities.

The county recreation department is responsible for the proper conduct of all persons using the school facility, for providing police protection if necessary, for immediate restoration of school property in the event of any damage, and for liability insurance covering all persons using the facility. The recreation department must sign a contract agreeing to the above before any school property will be turned over to its use.

Adopted 2/9/78; Revised 6/26/00, ^

McCormick County School District

Policy KHC Distribution/Posting of Promotional Materials

Issued 6/07

Purpose: To establish the basic structure for the distribution/posting of promotional materials in the schools.

Commercial organizations offer many materials for use by teachers in the classroom. Some of these materials are of high educational value with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

The superintendent must approve supplementary printed materials from commercial, political, religious or other non-school sources before they are used in the schools. The superintendent may approve materials which are of obvious educational quality, which supplement and enrich text and reference book materials for definite school courses, which are timely and up to date, and which promote American democratic ideals and moral values.

Schools will not display or distribute advertising materials of commercial, political or religious nature in the schools or on the school grounds. Schools may not use students as the agents for distributing non-school materials to the homes without the approval of the superintendent.

Teachers may use special aids (non-printed materials) such as models, films, slides, pictures, charts and exhibits for educational purposes with the approval of the principal although such materials may bear the name of a commercial business firm which may have provided the aid.

Teachers must preview educational films secured from or through commercial sources prior to student viewing to assure their educational value.

Adopted 6/26/00; Revised 6/11/07

Legal references:

    Court cases:

        · *Child Evangelism Fellowship of Maryland, Inc. v. Montgomery County Public Schools*, 373 F. 3d 589 (4th Cir. 2004).

McCormick County School District

DISTRIBUTION/POSTING OF PROMOTIONAL MATERIALS

Code **KHC** *Issued*

Purpose: To establish the basic structure for the distribution/posting of promotional materials in the schools.

Commercial organizations offer many materials for use by teachers in the classroom. Some of these materials are of high educational value with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

The superintendent must approve supplementary printed materials from commercial, political, religious, or other non-school sources before they are used in the schools. The superintendent may approve materials which are of obvious educational quality, which supplement and enrich text and reference book materials for definite school courses, which are timely and up-to-date, and which promote American democratic ideals and moral values.

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Teachers must preview educational films secured from or through commercial sources prior to student viewing to assure their educational value.

Adopted 6/26/00; Revised 6/11/07, ^

Legal references:

A. Federal Cases:
  1. *Child Evangelism Fellowship of Maryland, Inc. v. Montgomery County Public Schools*, 457 F.3d 376 (4th Cir. 2006).

McCormick County School District

Policy KHE Political Solicitations in Schools

Issued 6/00

Purpose: To establish the basic structure for all political solicitations, including board elections, as they relate to the school district.

The board prohibits campaigning in the public schools by individual candidates or parties for municipal, school board, county, state or federal elections with the following exceptions.

- Schools may organize all-candidate forums for educational purposes.

- School space may be rented after school hours by a candidate or partly on a commercial basis.

The board prohibits the posting or distributing of campaign materials associated with elections on district property with these exceptions.

- Campaign materials may be posted and distributed in that part of a school rented for a campaign meeting or being used for an all-candidate forum. However, all political materials must be removed from school premises at the end of any such meeting.

- Campaign materials may be used as classroom teaching aids on the condition that support for an individual or political party is not solicited.

Adopted 6/26/00

McCormick County School District

POLITICAL SOLICITATIONS IN SCHOOLS

Code **KHE** *Issued*

Purpose: To establish the basic structure for all political solicitations, including board elections, as they relate to the school district.

The board prohibits campaigning in the public schools by individual candidates or parties for municipal, school board, county, state, or federal elections with the following exceptions:

- Schools may organize all-candidate forums for educational purposes.

- School space may be rented after school hours by a candidate or party on a commercial basis.

The board prohibits the posting or distributing of campaign materials associated with elections on district property with these exceptions:

- Campaign materials may be posted and distributed in that part of a school rented for a campaign meeting or being used for an all-candidate forum. However, all political materials must be removed from school premises at the end of any such meeting.

- Campaign materials may be used as classroom teaching aids on the condition that support for an individual or political party is not solicited.

Adopted 6/26/00; Revised ^

McCormick County School District

POSITION TITLE: Art Teacher

SUMMARY: To guide students toward gaining knowledge and skills in art and encourage their development as mature, able and responsible men and women.

EDUCATION and/or EXPERIENCE:

- Valid South Carolina teaching certificate with certification in Art
- Strong organizational and communication skills
- Meets Highly Qualified requirements as defined by the ESEA legislation
- Proficient in art vocabulary and techniques

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Creates a classroom environment that is conducive to learning and appropriate to the maturity, interest, and abilities of students.
- Creates and hangs art displays for school building and special school activities and creates graphic design materials for school events and programs.
- Maintains specialized equipment such as the kiln in the art classroom.
- Guides the learning process toward the achievement of established District curriculum goals, establishes and communicates clear objectives to the students for all lessons, units, and projects.
- Provides content for learners using multiple sources and formats, explanations, examples, and demonstrations and provides emphasis on key elements.
- Assesses the accomplishments of students on a regular basis, provides progress reports as required, and communicates with parents as directed by principal.
- Maintains accurate, complete, and correct records as required by the law, District policy and administrative regulation.
- Maintains and reinforces appropriate expectations for student performance and responsibility and student expectations for completing assignments.
- Communicates with parents/legal guardians regarding the academic performance of the students.
- Displays confidence and enthusiasm and promotes student to student interactions and students to teacher interactions.
- Stays abreast of and designs instruction according to the state's academic standards for Visual Art for the appropriate grade level.
- Establishes and communicates to students and parents clear and appropriate rules and consequences for student behavior and enforces rules in a fair and consistent manner.
- Establishes effective routines for non-instructional tasks, plans for smooth transitions between instructional events, and manages instructional materials, resources, and technologies.
- Maintains a physical environment that promotes learning and is safe and attractive. Maintains confidentiality of student records and data.
- Works cooperatively with the district and participates in professional development programs.
- Attends staff meetings and serves on committees as required.

- Performs requirements as established by state and federal laws and requirements established by the Board of Trustees.
- Fulfills professional responsibilities beyond the classroom.
  Performs other duties as directed.

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

EVALUATION: Performance of this job will be evaluated yearly by the Principal and/or Director of Special Education.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

McCormick County School District
Job Description

POSITION TITLE: Middle School Secretary

SUMMARY: To assist in providing a pleasant atmosphere through a well-organized office environment that frees the principal to perform professional supervision of the school program.

EDUCATION and/or EXPERIENCE:

- High school diploma
  A minimum of three years secretarial experience
- Ability to deal effectively with the public in giving and obtaining information
- Considerable knowledge of office practices and procedures
- Knowledge of modern business communication, including style and format letters, memoranda, and reports
- Ability to operate standard office machines and equipment, including proficiency in computer applications
- Skill in organization and detail

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Greets the public in a pleasant manner.
- Acts as receptionist and answers the telephone.
- Collects and receipts all monies and prepares bank deposits as required.
- Keeps school internal account in accordance with districts bookkeeping and accounting procedures.
- Keeps all employee attendance records and prepares all payroll reports when due.
- Types routine correspondence, reports, and forms as required.
- Maintains an appropriate filing system.
- Assists in enrolling new students.
- Participates in staff development programs.
- Processes orders for school purchases.
- Maintains confidentiality regarding student and employee information.
- Performs other duties as directed.

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

Salary Range: Please see our salary schedule

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

McCormick County School District

Job Description

POSITION TITLE: Special Education Teacher/Emotional Disability SC

SUMMARY: To provide an effective program of instruction and behavioral support for students with emotional disabilities

EDUCATION and/or EXPERIENCE:

- Bachelor's degree in education from an accredited college
- Documented successful teaching experience with students with moderate disabilities
- Demonstrated proficiency in the use of technology

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Instructs individuals who have been identified, assessed and diagnosed as having emotional and behavioral disabilities
- Implements behavior modification techniques and classroom engineering skills to produce desirable behaviors.
- Writes behaviorally stated goals and objectives for particular areas of instructions in IEPs and lesson plan format.
- Develops and provides a wide variety of activities and tasks in order to meet lesson and program objectives.
- Maintains classroom discipline and a physical environment of control for the safety of all students.
- Understands and utilizes appropriate evaluation instruments and progress monitor skills.
- Is responsive to the needs and concerns of parents and social workers and encourages their participation in their child's program.
- Monitors and enhances learning using multiple strategies such as observation of student performance, appropriate questioning techniques, informal assessment, appropriate adjustment of instructional strategies, instructional feedback and appropriate and sufficient reviews and summaries of content and skills.
- Teaches daily living skills.
- Maintains confidentiality of student records.
- Works cooperatively with faculty members and the district office.
- Attends staff meetings and serve on committees as needed.
- Fulfills professional responsibilities beyond the classroom.
- Participates in professional development programs.
- Performs other duties as assigned.

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

EVALUATION: Performance of this job will be evaluated yearly by the Principal and/or Director of Special Education.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

McCormick County School District

Job Description

POSITION TITLE: Food Service Operator

SUMMARY: The purpose of this classification is to prepare and serve quality and nutritious meals to students and staff. Responsible for ensuring proper food safety and that all food preparation guidelines are followed.

EDUCATION and/or EXPERIENCE:

High School diploma or GED is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Prepare quality and nutritious meals; ensure proper food safety; read and follow recipes in preparing food; measure proper quantities of food ingredients needed for set menu.
- Serve meals to students in friendly manner; adhere to nutritional guidelines in servings.
- Sweep, mop, and clean kitchens as directed; clean serving lines; wash dishes; wipe refrigerators, freezers, counters, and tables.
- Operate and clean equipment as trained.
- Store leftover food items following proper safety guidelines.
- Ensure beverage coolers are stocked as needed.
- Check temperatures of stored and served food to ensure food safety.
- Operate cash register during scheduled meal times; count money and make deposits.
- Assess and record inventory; submit food orders as needed.
- Assist with daily food production records.
- Dispose of trash and recyclables as needed.
- Provide quality customer service.
- Participate in staff development programs.
- Maintain a clean and neat appearance; demonstrate good hygiene.
- Follow established Safe Serve and HAACP Policies.

KNOWLEDGE SKILLS AND ABILITIES

- Knowledge of school rules, regulations and procedures.
- Ability to communicate and relate effectively to others orally and in writing.
- Ability to work in a team environment.
- Ability to operate commercial kitchen equipment.
- Ability to measure and calculate quantities for cooking.
- Knowledge of Safe Serve guideline and HACCP policies.
- Knowledge of state and federal food service policies.

Status: Full Time
Supervisor: Manager of Food Service
Terms of Employment: 185 days
Evaluation: Evaluated annually by the Manager of Food Service

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

McCormick County School District

Job Description

POSITION TITLE: Substitute Teaching

SUMMARY: In the absence of the full time classroom teacher, the substitute teacher provides instruction, encourages student's progress, and manages the learning environment.
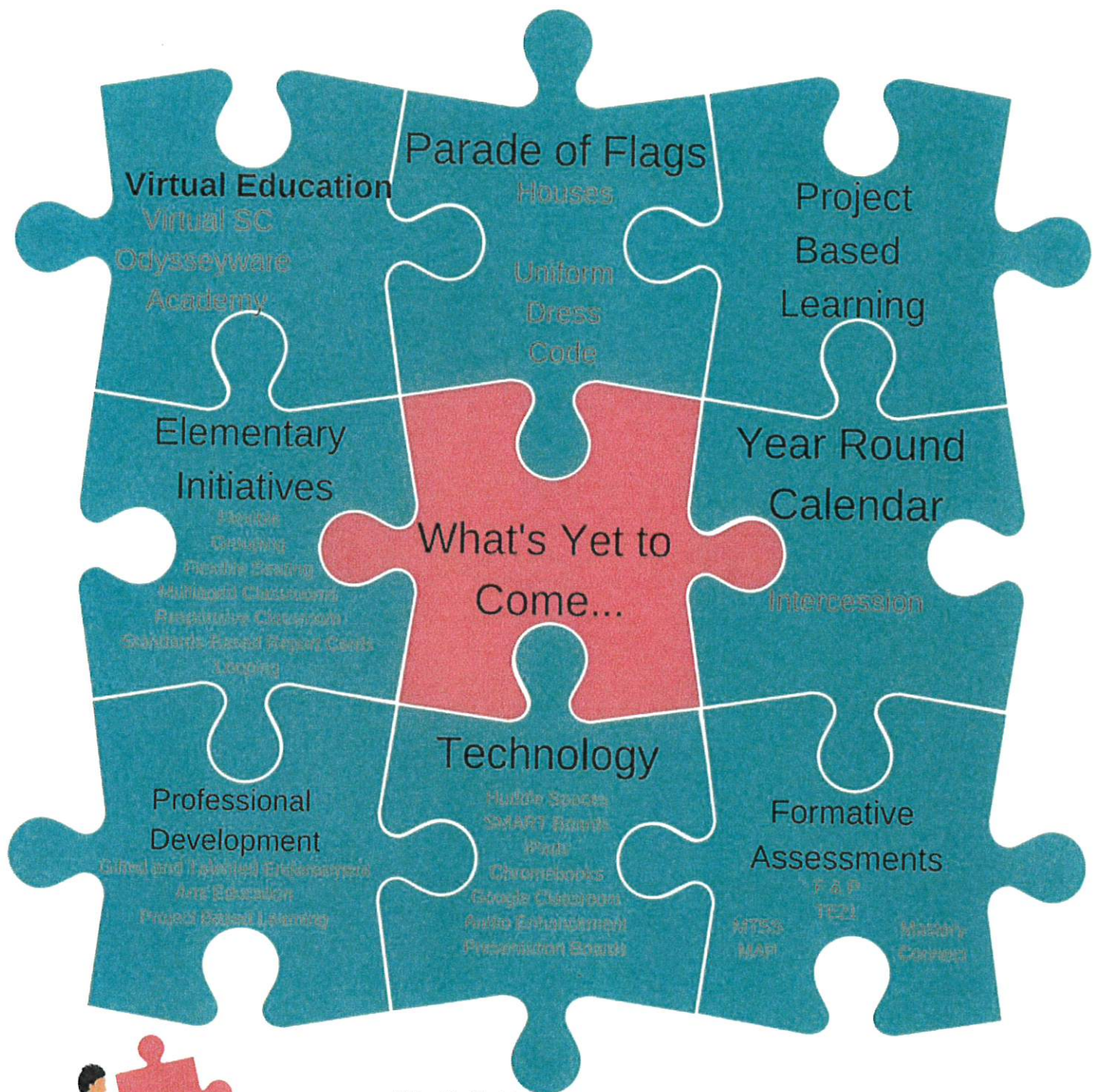
EDUCATION and/or EXPERIENCE:

High School diploma or GED is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Implement existing lesson plans in a manner that ensures the integrity of academic time and motivates students to learn and participate
- Instruct students regarding a variety of classroom topics and courses of instruction
- Follow lesson plans as required by school
- Assign reasonable tasks and homework to students in accordance with the lesson plans
- Maintain classroom control that fosters a safe, positive environment for all students and staff in accordance with the school, state, and all applicable laws and regulations
- Ensure adequate supervision of students and the classroom environment to assure the health, welfare, and safety of all students
- Remain in classroom and monitor students at all times
- May supervise students in out-of-class settings (e.g., recess, assemblies, lunchroom, schoolyard)
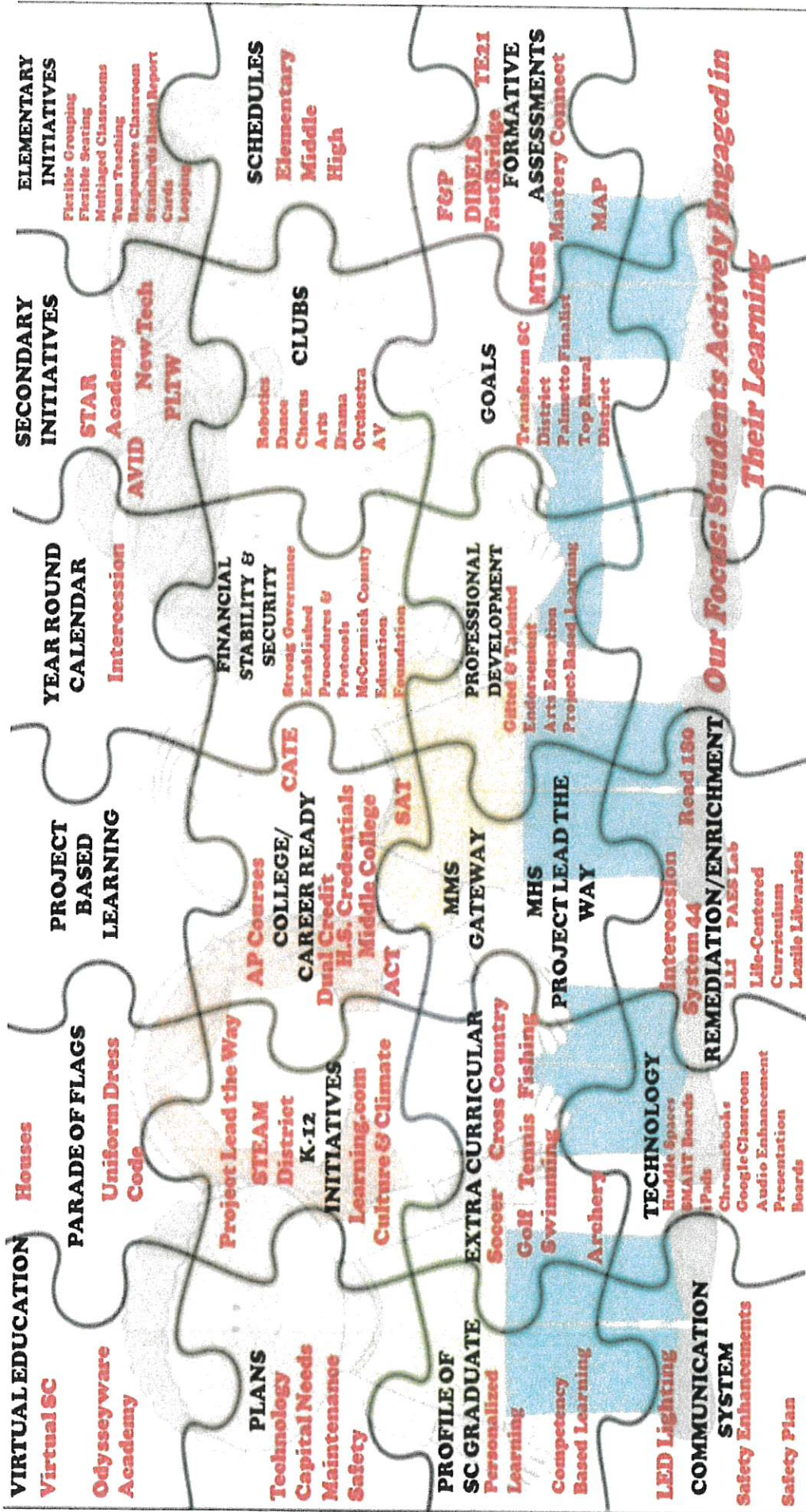
Reports to: Principal

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Virtual Education
Virtual SC
Odysseyware
Academy

Parade of Flags
Houses
Uniform
Dress
Code

Project Based Learning

Elementary Initiatives
Flexible
Grouping
Flexible Seating
Multiaged Classrooms
Responsive Classroom
Standards-Based Report Cards
Looping

What's Yet to Come...

Year Round Calendar
Intercession

Professional Development
Gifted and Talented Endorsement
Arts Education
Project Based Learning

Technology
Huddle Spaces
SMART Boards
iPads
Chromebooks
Google Classroom
Audio Enhancement
Presentation Boards

Formative Assessments
F & P
TE21
MTSS
MAP
Mastery Connect

What's Yet to Come:

- Items in red have already begun
- Secondary Initiatives (STAR, AVID, New Tech, PLTW)
- Plans (Technology, Capital Needs, Maintenance, Safety)
- K-12 Initiatives (PLTW, STEAM, Learning.com, Climate & Culture)
- College/Career Ready (AP, CATE, Dual Credit, HS Credintials, Middle College)
- Financial Stability & Security (Governance, procedures, protocols, McCormick County Education Foundation)
- Clubs (Robotics, dance, chorus, arts, drama, orchestra, AV)
- Schedules
- Profile of SC Graduate (Personalized learning, Competency Based Learning)
- Extra Curricular (Soccer, Golf, Tennis, Cross Country, Fishing, Swimming, Archery)
- MMS Gateway, MHS Project Lead the Way
- Goals (TransformSC District, Palmetto Finalist, Top Rural District)
- Communication System (LED Lighting, Safety Enhancements, Safety Plan)
- Remediation/Enrichment (Intercession, System 44, Read180, LLI, PAES Lab, Life-Centered Curriculum, Lexile Libraries)
- Formative Assessments (DIBELS, FastBridge, Mastery Connect, TE21, MTSS, F&P)

Our Focus: Students Actively Engaged in Their Learning

VIRTUAL EDUCATION
- Virtual SC
- Odysseyware Academy

PARADE OF FLAGS
- Houses
- Uniform Dress Code

ELEMENTARY INITIATIVES
- Flexible Grouping
- Flexible Seating
- Multiaged Classroom
- Team Teaching
- Response Classroom
- Standards Based Report Card
- Looping

SECONDARY INITIATIVES
- STAR
- New Tech Academy
- PLTW
- AVID

SCHEDULES
- Elementary
- Middle
- High

YEAR ROUND CALENDAR
- Intercession

CLUBS
- Robotics
- Dance
- Chorus
- Arts
- Drama
- Orchestra
- AV

FINANCIAL STABILITY & SECURITY
- Strong Governance Established
- Procedures & Protocols
- McCormick County Education Foundation

FORMATIVE ASSESSMENTS
- F&P
- DIBELS
- FastBridge
- TE21
- MTSS
- Mastery Connect
- MAP

GOALS
- Transform SC District
- Palmetto Finalist
- Top Rural District

PROFESSIONAL DEVELOPMENT
- Endorsement
- Gifted & Talented
- Arts Education
- Project Based Learning

PROJECT BASED LEARNING

COLLEGE/CAREER READY
- AP Courses
- Dual Credit
- H.S. Credentials
- Middle College
- CATE
- SAT
- ACT

PLANS
- Technology
- Capital Needs
- Maintenance
- Safety

INITIATIVES
- Project Lead the Way
- STEAM District
- K-12
- Learning.com
- Culture & Climate

MMS GATEWAY

MHS PROJECT LEAD THE WAY

REMEDIATION/ENRICHMENT
- Read 180
- Intercession
- System 44
- LLI
- PAES Lab
- Life-Centered Curriculum
- Lexile Libraries

PROFILE OF SC GRADUATE
- Personalized Learning
- Competency Based Learning

EXTRA CURRICULAR
- Soccer
- Cross Country
- Golf
- Tennis
- Fishing
- Swimming
- Archery

TECHNOLOGY
- Huddle Space
- SMART Boards
- iPads
- Chromebooks
- Google Classroom
- Audio Enhancement
- Presentation Boards

LED Lighting

COMMUNICATION SYSTEM
- Safety Enhancements
- Safety Plan

CAREER AND TECHNICAL EDUCATION (CATE)

Preparing Students for Life Beyond High School

The goal of the McCormick County School District Career and Technical Education (CATE) curriculum is to prepare students for productive and challenging careers. Students learn skills which qualify them for entry level employment or allow them to continue their education at post-secondary 2-year and 4-year colleges and universities.

COOPERATIVE EDUCATION

Cooperative Education is a structured program that connects school-based and work-based learning for accelerated second-year students who have shown potential in their occupational field. The work experience is planned and supervised by the school and the participating sponsor so that each contributes to the students' education and employability. Students who work during class time earn the same number of units they would receive by being in class. Students are not guaranteed a job or pay; however, they will receive valuable work experience at an actual worksite.

COMPLETER STATUS

A student may attain completer status by earning four units of credit within a major.

TRANSPORTATION, DISTRITUBUTION, AND LOGISTICS CAREER CLUSTER

Automotive Technology 1

Automotive Technology 2

Automotive Technology 3

Automotive Techhology 4

ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER

Carpentry 1

Carpentry 2

Carpentry 3

Carpentry 4

HUMAN SERVICES CAREER CLUSTER

Cosmetology 1

Cosmetology 2

Cosmetology 3

Cosmetology 4

EDUCATION AND TRAINING PROGRAM

Teacher Cadet

HOSPITALITY AND TOURISM CAREER CLUSTER

Introduction to Culinary Arts Hospitality Management

Culinary Arts Management 1

Culinary Arts Management 2

Baking and Pastry

La INFORMATION TECHNOLOGY CAREER CLUSTER

Network Fundamentals

Advanced Networking

Computer Repair and Systems

Advanced Computer Operating Systems

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY CAREER CLUSTER

Firefighting 1

Firefighting 2

Intro to Law, Public Safety, Corrections, and Security

CATE COURSES

540001CW

Work-based credit

Allows students to receive a Carnegie unit while participating in on-the-job-work experiences. Students must be in grade 12 and have verifiable employment.

AUTOMOTIVE TECHNOLOGY

Transportation Career Cluster

603001CW, 603101CW, 603201CW, 603301CW

Automotive Technology 1, 2, 3, 4

Prerequisite: No prerequisite for Level 1; Courses taken sequentially

The Automotive Technology program provides technical skill proficiency and includes competencybased applied learning that contributes to the academic knowledge, higher-order reasoning and

problem-solving skills, work attitudes, general employability skills, technical skills and occupation specific skills, and knowledge of all aspects of the Transportation, Distribution, and Logistics career cluster.

AUT 101 (Dual Enrollment)

Engine Fundamentals

This course is a study of automotive engine fundamentals, principles of engine operations, including horsepower calculations, cubic inch displacement calculations, efficiency combustion theory, etc. Types of engines, cylinders, valve arrangements, lubrications, fuel, exhaust, and cooling systems are also included.

AUT 112 (Dual Enrollment)

Braking Systems

This course covers hydro-boost power brakes and vacuum power brakes as well as master cylinders and caliper rebuilding.

AUT 122 (Dual Enrollment)

Suspension & Alignment

This course is a study of suspension and steering systems, including non-adjustable and adjustable wheel alignment angles and application of balancing and alignment equipment.

AUT 132 (Dual Enrollment)

Electricity

This course is a study of electricity as used in automotive applications. This course includes dc and ac principles and their various uses in the automobile. The relationship between Ohm's law and actual automotive circuits is demonstrated.

CARPENTRY

Architecture and Construction Career Cluster

609101CW, 609201CW, 609301CW, 609401CW

Carpentry 1, 2, 3, 4

While constructing a 1300 sq. ft. house, students will learn the aspects of residential and commercial construction including safety procedures, hand and electrical tools,

equipment maintenance, shop management, blue print reading, and related mathematical processes. Instruction will include lab, on-site, and classroom activities. In the second year, students will be involved in design, layout, and selection of materials for individual construction projects. Students will gain advance knowledge in construction, carpentry, building supply, roofing, electrical, and related fields and be prepared to further their education in any construction-related field.

COMPUTER SUPPORT SERVICES

532010CW

Computer Service Technology 1

Prerequisite: Completion of or currently enrolled in Geometry.

This course is recommended for students who have a strong math and science background and an interest in computers. Computer Service Technology 1 is an in depth study of personal computer hardware and operating systems. Focus is on identification, installation, configuration, and troubleshooting field replaceable components. Topics include microprocessors, memory, BIOS and CMOS, expansion bus, motherboards, power supplies, floppy drives, hard drives, SCSI devices, CD and DVD media, video, sound, portable PCs, printers, networks, the Internet, and Windows 9x/Me/NT/2000/XP operating systems. The Computer Service Technology program will prepare students to perform set-up and repair tasks on computers and will help prepare him/her for college and/or other postsecondary opportunities. The course standards are aligned with current Comptia A+ certification standards. NOTE: Priority is given to rising juniors.

532010CW

Computer Service Technology 2

Prerequisite: Computer Service Technology 1

This course is a continuation of Computer Service Technology 1. This course focuses on troubleshooting and repair of hardware; researching, modifying, and building custom systems; software installation and troubleshooting; and preparation for the A+ Certification exam.

CRIMINAL JUSTICE

(Students will take courses through Piedmont Technical College and receive both college and high school credit)

CRJ 101

Introduction to Criminal Justice

This course includes an overview of the functions and responsibilities of agencies involved in the administration of justice to include police organizations, court systems, correctional systems and juvenile justice agencies.

CRJ 115

Criminal Law I

This course covers the development of criminal law in America. The basic elements of specific criminal offenses, criminal defenses and various legal principles upon which criminal law is established are reviewed.

CRJ 120

Constitutional Law

This course covers analysis of the historical development of the U.S. Constitution and the relationship of rights contained therein to the State and the Individual. The application of the Bill of Rights to federal and state systems is examined.

CRJ 125

Criminology

This course is a study of the various theories of criminal causation and control, the identification of criminal typologies and the reaction of society to crime and criminals.

CRJ 140

Criminal Justice Report Writing

This course is a study of the proper preparation and retention of criminal justice records and reports, including observational skills, formatting and the value of accurate, complete and selective written articulation of information and observations.

CRJ 145

Juvenile Delinquency

This course includes a survey of the sociological, biological, and psychological theories involved in juvenile delinquency, modern trends in prevention and treatment.

CRJ 220

The Judicial Process

This course includes an overview of the law-making function of the courts, the growth of common law, the structure and organization of the courts, court processes and procedures involved in criminal and civil cases, and the question of reform for the administration of justice.

CRJ 222

Ethics in Criminal Justice

This course is a study of the application of ethical theories to the criminal justice profession.

CRJ 224

Police Community Relations

This course is a study of the importance of two-way communication between the criminal justice system and the community to foster a working relationship to control crime. A variety of topics are studied, including citizen involvement in crime prevention and police officer interpersonal relations.

CRJ 236

Criminal Evidence

This course is a study of the established rules of evidence from arrest to release in the administration of criminal justice.

CRJ 242

Correctional Systems

This course is an introduction to aspects of the correctional function in criminal justice, including organization, process, procedure and clients incarcerated and on conditional release.

COSMETOLOGY

Human Services Career Cluster

615001CD, 615101CD, 615201CD, 615301CD

Cosmetology 1, 2, 3, 4

Prerequisite: None. Courses should be taken sequentially.

The Cosmetology Program is designed to prepare students to qualify and successfully complete all requirements for a South Carolina Cosmetology license. The student receives training following the guidelines and regulations established by the South Carolina Labor, Licensing, and Regulation (SCLLR) Cosmetology Board. The course of study includes Sanitation and Safety, Professionalism

and Salon Management, Sciences of Cosmetology, Professional Hair Care Skills, Professional Nail Care Skills, Professional Skin Care Skills, and Unassigned Specific Needs. Instruction in chemistry, bacteriology, and anatomy and physiology of the face, head, arms, and hands is incorporated by means of theory and of practical application on both mannequins and live models.

CULINARY ARTS

Hospitality and Tourism Career Cluster

572200CW

Intro to Culinary Arts Hospitality Management

This course provides students with an overview of interest, aptitude, and technical skills to provide foundational skills and knowledge for Culinary Arts 1 and/or the food service industry. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA) provides leadership and entrepreneurship experiences.

572000CW

Culinary Arts Management 1

Prerequisite: None

This course prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences simulate commercial food production and service operations. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA) provides leadership and entrepreneurship experiences.

572300CW

Baking and Pastry

Prerequisite: Culinary Arts Management 1

This course provides students an opportunity to develop foundational skills needed for a seamless transition to a postsecondary program, workforce, or military. Students will develop advanced skills in safety and sanitation in addition to management and professionalism. Specialized content includes units on formulas and techniques, basic baking principles, specialized dietary baking, breads, desserts and pastries, and advanced techniques for specialty cakes, confections, piping, plate presentation, and

flavor pairing.

572100CW

Culinary Arts Management 2

Prerequisite: Culinary Arts Management 1

Culinary Arts Management 2 is an advanced level course that prepares the serious culinary student for gainful employment and/or entry into postsecondary education. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career options. Students have opportunities to develop skills in workplace settings. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA) provides leadership and entrepreneurship experiences.

FIRE FIGHTING

Law, Public Safety, Corrections & Security Career Cluster

651401CW/651401CD

Firefighting 1 & 2

These courses prepare individuals to do the work of fire fighters. Firefighter I and II courses are intended to achieve National Fire Protection Agency (NFPA) certifications and must be conducted using curriculum that addresses the NFPA standards.

650501CW

Intro to Law, Public Safety, Corrections and Security

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area of Law Enforcement Services and Fire Fighter and the community to help deliver instruction to the students. English language arts are reinforced, and Work-based learning strategies appropriate for this course include job shadowing.

AHS 114 (Dual Enrollment)

Basic First Aid

Co-requisites: EMS 105 and EMS 106

This course provides instruction in basic procedures used in medical emergencies.

EMS 105 (Dual Enrollment)

Emergency Medical Care I

Prerequisites: RDG 100 or RWR 100 or appropriate placement test scores.

Co-requisites: AHS 114 and EMS 106

This course is a study of preparatory and pharmacology, airway management, patient assessment, and trauma and shock as it relates to the provision of pre hospital emergency medical care to critically ill and injured patients.

EMS 106 (Dual Enrollment)

Emergency Medical Care 2

Prerequisite: RDG 100 or RWR 100 or appropriate placement test scores.

Co-requisites: AHS 114 and EMS 105

This course is a study of medical emergencies, operations, pediatrics and other special populations as it relates to the provision of pre hospital emergency medical care to critically ill and injured patients.

AHS 102 (Dual Enrollment)

Medical Terminology

This course covers medical terms, including roots, prefixes, and suffixes, with emphasis on spelling, definition, and pronunciation. Prerequisites: RDG 100, RWR 100 or appropriate placement test scores.

AHS 114 (Dual Enrollment)

Basic First Aid

Co-requisites: EMS 105 and EMS 106.

This course provides instruction in basic procedures used in medical emergencies.

AHS 163 (Dual Enrollment)

Long Term Care

This course emphasizes the basic skills needed to care for residents in the long term care setting. Students will apply practical use of these skills through clinical experiences in a long term care facility.

AHS 171 (Dual Enrollment)

Introduction Medical Billing

Co-requisite: AHS 102.

This course is an introduction to the concepts of health care billing and reimbursement

using guidelines of Current Procedural Terminology (CPT) nomenclature and ICD9

(International Classification of Disease).

PHM 101 (Dual Enrollment)

Intro to Pharmacy

Co-requisites: PHM 110 and PHM 113.

This course provides a study of and introduction to pharmacy and the role in providing

patient care services

PRE-ENGINEERING (Project Lead The Way)

Science, Technology, Engineering, Mathematics Career Cluster

605100CW

PLTW Intro to Engineering Design (IED)

Prerequisite: None

Students dig deep into the engineering design process, applying math, science and engineering

standards to hands-on projects. They work both individually and in teams to design solutions to a

variety of problems using 3D modeling software and document their work in an engineering

notebook.

605000CW

PLTW Principles of Engineering (POE)

Prerequisite: Intro to Engineering Design

Through problems that engage and challenge students, they explore a broad range of engineering

topics including mechanisms, the strength of structures and materials, and automation. Students

develop skills in problem solving, research, and design while learning strategies for design process

documentation, collaboration, and presentation.

605300CW

PLTW Computer Integrated Manufacturing (CIM)

Prerequisite: Introduction to Engineering and Principles of Engineering

This course illuminates the opportunities related to understanding manufacturing while teaching students about manufacturing processes, product design, robotics, and automation.

605800CW

PLTW Civil Engineering and Architecture (CEA)

Prerequisite: Introduction to Engineering (IED) and Principles of Engineering (POE)

Students learn important aspects of building and site design and development, applying math, science, and standard engineering practices to design both residential and commercial projects. They document designs using 3D architecture design software.

EGT 152 (Dual Enrollment)

Fundamental of CAD

This course includes a related series of problems and exercises utilizing the computer graphics station as a drafting tool. Students study the design concepts of form and function, then use state of the art technology to translate conceptual designs into reproducible products.

EGR 130 (Dual Enrollment)

Engineering Technology Application & Programming

Co-requisite: MAT102 or appropriate placement test scores.

This course covers the development and use of computer programs to solve engineering technology problems. This problem based course also introduces students to fundamental concepts of engineering design processes and systems.

AET 101 (Dual Enrollment)

Building Systems

Prerequisite: EGR 130

This course is a study of the fundamental concepts of design and construction techniques in residential, commercial, and industrial buildings. This course will also cover civil engineering fundamentals such as site planning and project planning.

CIM 131 (Dual Enrollment)

Computer Integrated Manufacturing

Prerequisites: EGR 130 and EGT 152 or EGR 130 and EGT 251.

This course is a comprehensive overview of the total manufacturing operation. Students will use CAD, computer controlled machinery and robotic work cells.

MACHINE TOOL TECHNOLGY (A.A.S)

(Students will take courses through Piedmont Technical College and receive both college and high school credit)

MTT 120

Machine Tool Print Reading

This course is designed to develop the basic skills and terminology required for visualization and interpretation of common blueprints used in the machine tool trades.

MTT 121

Machine Tool Theory I

This course covers the principles involved in the production of precision metal parts.

CPT 169

Industrial Computer Applications

This course is an introduction to the use of computerized coordinate systems of measurement as the basis for graphing, drawing, word processing, and other basic microcomputer functions as used in industrial settings.

MTT 122

Machine Tool Practice I

This course covers practical experiences using the principles in Machine Tool Theory I.

MTT 123

Machine Tool Theory II

This course covers the principles involved in machining parts using machine tools including lathes, mills, drill presses, jig bores and the attachments for each.

MTT 124

Machine Tool Practice II

Prerequisite: MTT 122 - Machine Tool Practice I

This course covers the practical application of the principles taught in Machine Tool Theory II.

MTT 126

Machine Tool Practice III

Prerequisite: MTT 124 – Machine Tool Practice II

This course covers the practical application of the Principles in Machine Tool Theory III.

MTT 130

Fundamentals of Geometric Dimensions and Tolerancing

This course will cover the basic uses and interpretation of geometric dimensions and tolerances as specified for machine trade blueprints.

MTT 141

Metals and Heat Treatment

This course is a study of the properties, characteristics and heat treatment procedures of metals.

MTT 143

Precision Measurement

This course is a study of precision measuring instruments.

MTT 161

Machine Tool Maintenance Theory

This course covers maintenance requirements necessary for the upkeep and operation of a machine shop.

MTT 222

Tool and Diemaking Practice I

Prerequisite: MTT 126 – Machine Tool Practice III

This course covers the manufacture of a simple cutting die or tools.

MTT 224

Tool and Diemaking Practice II

This course covers the construction of a compound and/or progressive die or tools.

MTT 250

Principles of CNC

This course is an introduction to the coding used in CNC programming.

MTT 251

CNC Operations

This course is a study of CNC machine controls, setting tools and machine limits and capabilities.

MTT 253

CNC Programming and Operations

This course is a study of the planning, programming and selecting tooling, determining speeds and feeds, setting up, operating and testing of CNC programs on CNC machines.

NETWORKING SYSTEMS

Information Technology Career Cluster

531000CW

Network Fundamentals

Prerequisite: Keyboarding Proficiency

Networking Fundamentals provides students with classroom, laboratory, and hands-on experience in current and emerging networking technologies. Upon successful completion of the course sequence in the networking major, students will be able to seek employment or further their education and training in the information technology field. The networking student will benefit most from the curriculum if he or she possesses a strong background in reading, math, and problem-solving skills.

531100CW

Advanced Networking

Advanced Networking is designed to provide students with classroom, laboratory, and hands-on experience in current and emerging networking technologies. Upon successful completion of the course sequence within the networking major, students will be able to seek employment or further their education and training in the information technology field.

532000CW

Computer Repair and Service

Prerequisite: Keyboarding Proficiency

The Computer Repair and Service course prepares students to perform tasks related to computer repair. Students receive instruction in the installation, operation, maintenance, and repair of computer-based technology. Instruction may also include mobile devices, peripheral devices, networking, and laptops. Laboratory activities provide instruction in installation, configuration, troubleshooting, component replacement, operating systems, and upgrades in accordance with

Industry certification standards.

532300CW

Advanced Computer Operating Systems

Advanced Computer Operating Systems provides opportunities for students to gain the knowledge and skills required to install and configure Windows 10 desktops and devices in a Windows Server domain corporate environment. Students will learn how to configure local and remote network connectivity and storage, explore how to configure data security, device security, and network security. In addition, you will discover how to maintain, update, and recover Windows 10.

IST 220 (Dual Enrollment)

Data Communication

This course is a study of the fundamentals of data communications. Basic signaling, networking and various transmission media are covered.

CPT 209 (Dual Enrollment)

Computer Systems Management

This course examines the methods and procedures used in maintaining microcomputer systems. Topics include hardware and software installation, configuration, operations, and troubleshooting.

CPT 257 (Dual Enrollment)

Operating Systems

This course examines the theory of operating systems and how the operating system theory is implemented in current operating systems.

CPT 282 (Dual Enrollment)

Information Systems Security

Prerequisite: IST 220.

This course is a study of the protection of information and equipment in computer systems. Topics include all aspects of systems protection, including physical security, hardware, software and communications security. Addresses technical, legal and ethical issues.

WELDING TECHNOLOGY

Manufacturing Cluster

(Students will take courses through the Abbeville Career Center for college credit from Piedmont Technical College and receive high school credit)

WLD 102 (Dual Enrollment)

Introduction to Welding

This course covers the principles of welding, cutting, and basic procedures for safety in using welding equipment.

WLD 103 (Dual Enrollment)

Print Reading I

This is a basic course which includes the fundamentals of print reading, the meaning of lines, views, dimensions, notes, specifications, and structural shapes. Welding symbols and assembly drawings as used in fabrication work are also covered.

WLD 105 (Dual Enrollment)

Print Reading II

This course includes print reading, including welding symbols and their applications to pipe fabrication. Basic sketching of piping symbols, single line and double line pipe drawings, material estimating, template layout and how templates are used in pipe layouts are included. Prerequisite: WLD 103.

WLD 106 (Dual Enrollment)

Gas and Arc Welding

This course covers the basic principles and practices of oxyacetylene welding, cutting, and electric arc welding. Emphasis is placed on practice in fundamental position welding and safety procedures.

WLD 113 (Dual Enrollment)

Arc Welding II

This course is a study of arc welding of ferrous and/or nonferrous metals. Emphasis is placed on the out-of-position welding of fillet welds.

WLD 115 (Dual Enrollment)

Arc Welding III

This course covers the techniques used in preparation for structural plate testing according to appropriate standards. Emphasis is placed on the shielded metal arc welding of beveled plate in the horizontal and vertical positions.

WLD 142 (Dual Enrollment)

Maintenance Welding

This course covers gas and arc welding processes used in maintenance shops.