U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

MAGNET SCHOOLS ASSISTANCE PROGRAM-APPLICATION PACKAGE
CFDA # 84.165A
PR/Award # U165A100066

OMB No. 1855-0011, Expiration Date: 05/31/2010
Closing Date: MAY 03, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission	* 2. Type of Application:	* If Revision, select appropriate letter(s):
[ ] Preapplication	[X] New	
[X] Application	[ ] Continuation	* Other (Specify)
[ ] Changed/Corrected Application	[ ] Revision	

* 3. Date Received:	4. Applicant Identifier:
5/3/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Richland School District Two

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
570478185	088634712

d. Address:

* Street1:	6831 Brookfield Rd.
Street2:	
* City:	Columbia
County:	Richland
State:	SC
Province:	
* Country:	USA
* Zip / Postal Code:	29206

e. Organizational Unit:

Department Name:	Division Name:
Academics	Magnet Schools

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Ms.	* First Name:	Sara
Middle Name:			

* Last Name:	Wheeler		
Suffix:			
Title:	Project Director		
Organizational Affiliation:			
* Telephone Number:	(803)518-3793	Fax Number:	(803)699-2230
* Email:	SWHEELER@RICHLAND2.ORG		

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Public School District

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165A

CFDA Title:

Magnet Schools Assistance Program-Application Package

*** 12. Funding Opportunity Number:**

ED-GRANTS-030410-001

Title:

Magnet Schools Assistance Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Richland School District Two located in Richland County in Columbia, SC will

be impacted.

*** 15. Descriptive Title of Applicant's Project:**

The International Baccalaureate Continuum

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: SC-02 * b. Program/Project: SC-02

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 9/1/2010 * b. End Date: 9/1/2013

18. Estimated Funding ($):

a. Federal	**$ 2828890**
b. Applicant	**$ 0**
c. State	**$ 0**
d. Local	**$ 0**
e. Other	**$ 0**
f. Program Income	**$ 0**
g. TOTAL	**$ 2828890**

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

[X] a. This application was made available to the State under the Executive Order 12372 Process for review on 5/3/2010.
[ ] b. Program is subject to E.O. 12372 but has not been selected by the State for review.
[ ] c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

[ ] Yes [X] No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

[X] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Dr.	* First Name:	Stephen
Middle Name:	W		
* Last Name:	Hefner		
Suffix:			

Title:	Superintendent

* Telephone Number:	(803)738-3236	Fax Number:	(803)738-7393

* Email:	SHEFNER@RICHLAND2.ORG

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

N/A

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Richland School District Two

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 458,377	$ 489,092	$ 509,172	$ 0	$ 0	$ 1,456,641
2. Fringe Benefits	$ 139,361	$ 157,659	$ 163,516	$ 0	$ 0	$ 460,536
3. Travel	$ 135,016	$ 133,016	$ 133,016	$ 0	$ 0	$ 401,048
4. Equipment	$ 105,557	$ 26,594	$ 26,594	$ 0	$ 0	$ 158,745
5. Supplies	$ 1,309,764	$ 506,785	$ 391,585	$ 0	$ 0	$ 2,208,134
6. Contractual	$ 513,088	$ 406,148	$ 442,398	$ 0	$ 0	$ 1,361,634
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 2,661,163	$ 1,719,294	$ 1,666,281	$ 0	$ 0	$ 6,046,738
10. Indirect Costs*	$ 167,727	$ 106,206	$ 101,726	$ 0	$ 0	$ 375,659
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 2,828,890	$ 1,825,500	$ 1,768,007	$ 0	$ 0	$ 6,422,397

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)
Approving Federal agency: [ ] ED [X] Other (please specify): SC Dept. of Education The Indirect Cost Rate is 6.76%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 6.76%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Richland School District Two

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Stephen W. Hefner, Ed.D.
Title: Superintendent
Date Submitted: 05/03/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[X] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: N/A Address: City: State: Zip Code + 4: - **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency: N/A	**7. Federal Program Name/Description:** N/A CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Stephen W. Hefner, Ed.D. Title: Superintendent Applicant: Richland School District Two Date: 05/03/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

APPLICANT'S ORGANIZATION	
Richland School District Two	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: First Name: Stephen	Middle Name: W
Last Name: Hefner	Suffix:
Title: Superintendent	
Signature: _____	Date: 05/03/2010

ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:
Title : Richland Two GEPA
File : C:\fakepath\GEPA.pdf

General Education Provisions Act

Richland School District Two has a Student Assignment Policy (Policy JC/JCA Assignment of Students to Schools) which was adopted in April 1978. It purpose is to establish the basic structure for assignment of students to schools.

Students will attend the school located in the attendance zone where their parent/custodians reside unless students avail themselves of one of the district's choice options. This provision applies to students attending all schools including schools designated for "school improvement" pursuant to Section 1116c of Part A, Title 1 of the Elementary and Secondary Education Act of 1965, notwithstanding public law 106-554. Based on the beliefs, mission, goals and strategies set forth in the Richland School District Two Strategic Accountability Plan, the board is committed to the following:

- *Providing each student with equal opportunities for a quality education to the degree reasonably possible.*
- *Insuring that the best interests of students, individually and collectively, remain a top priority at all levels of decision making.*
- *Increasing the options for parental and student choice through the expansion of policies and programs (e.g., magnet schools) that promote this concept.*
- *Maintaining, whenever possible, the neighborhood school concept at the elementary level so as to incur the least amount of student transportation and to avoid the splitting of subdivisions and neighborhoods.*

In keeping with these commitments, the board hereby establishes the following goals related to school assignments for students.

- *To provide the same or equivalent basic facilities, equipment, staff, programs and amenities in each of the district's elementary, middle and high schools.*
- *To ensure equivalence among schools in teachers, administrators and other staff, and to ensure equivalence among schools in the provision of curriculum materials and instructional supplies and further demonstrate compliance with the requirements of comparability as set forth in section 1120A of Title I Law.*
- *To establish various magnet and choice options that provide students with unique high quality learning opportunities and experiences, in so far as these options do not prevent achievement of bullets one and two above.*
- *To maximize the use of the district's school facilities so as to avoid overcrowding and to minimize, whenever possible, administrative and operating costs.*
- *To avoid the under-utilization and/or closing of the district's schools and facilities through the development of long-range building usage plans.*

Further, Richland School District Two has specific policy, procedures, and training in place to ensure equal access and treatment for all students, staff, parents, community members, and others who are involved in the International Baccalaureate Continuum. Policy JB-Equal Education Opportunity/Nondiscrimination, adopted on June 30, 1987, defines the school board's policy regarding equal educational opportunities for all students in the district. The district's nondiscrimination policy is clear:

> *The board believes that the district must provide public education in an atmosphere where differences are understood and appreciated. The district*

should treat all persons fairly, with respect, and without discrimination or threats of violence or abuse. Every student of this school district will have equal educational opportunities regardless of ethnic or racial background, religious beliefs, sex, disability, and economic or social conditions. The district schools will not refuse to admit or exclude any person based on these criteria. The district will advertise this nondiscrimination policy.

This concept of equal educational opportunity serves as a guide for the school board and the staff in making decisions related to school facilities, employment of personnel, selection of educational materials, equipment, curriculum and regulations affecting students. It is the policy of Richland School District Two to provide a working environment where employees are free from any form of discrimination or harassment related to ones' race, sex, religion, national origin, age, disability, or other protected characteristic.

Richland School District Two practices these nondiscrimination policies on a daily basis. Training on diversity is offered systematically to all school personnel. This training covers a broad range of diversity issues and comprises a process with three main components: 1. Creating an awareness of self and others; 2. Increasing interpersonal, social/cultural, communicative and organizational skills; and 3. Enhancing the understanding of values, beliefs, world views, and the day-to-day realties of other cultures.

Richland School District Two is committed to ensuring equal access and treatment, as noted in the district's student assignment policies, procedures, and practices, which apply to all magnet schools in the district, whether the magnet schools are funded with federal MSAP funds or with local funds. The district's student assignment policies, procedures, and practices clearly state that all students are to have equal access to and treatment in its magnet programs, courses,

and activities. All Richland School District Two students are eligible to apply for the district's magnet programs, and all parents are encouraged to apply for the magnet programs for their children based on their children's interests and needs. Moreover, the district supports varied magnet school program themes which afford parents access to a wide variety of curricula and other specialized themes.

With policy and procedure in place, the Richland School District Two International Baccalaureate Continuum recognizes potential barriers to equitable access to and participation in program activities. Richland School District Two is proactive in ensuring equal access and treatment for students. District policies, procedures, and practices satisfy the required Section 427 of the U.S. Dept. of Education's General Education Provisions Act (GEPA).

The GEPA statute highlights six types of barriers that can impede equitable access or participation: age, color, disability, gender, national origin, or race. All program strategies and curricula are inspected for these barriers. To the extent that these population groups may be found to be underrepresented in a specific program, course, or activity, the district proactively seeks to eliminate any possible barriers to equal access and treatment. As described in the following activities, our plan of operation ensures that these and other possible barriers to equal access and treatment are eliminated for traditionally underrepresented groups and individuals.

Elimination of Possible Gender Barriers: Proactive measures are taken within Richland School District Two to ensure that both male and female students have equal access to and treatment of all areas of school life, specifically in courses or activities that are traditionally underrepresented by either of the sexes. Children are encouraged to enroll in programs, courses, and activities based upon their interests and needs rather than their gender, Girls are encouraged to enroll in mathematics, science, and technology courses; and boys are encouraged to excel in

language arts and foreign languages. Girls participate in physically-challenging sports such as football, soccer, and basketball. They also play traditionally masculine band instruments such as the French horn, trombone, and drums. Similarly, boys participate in gymnastics, become cheerleaders, and play the flute or clarinet. Students participating in programs, courses, or activities that have been traditionally underrepresented by one gender are not only encouraged but also are provided every possible avenue for success. Boys and girls have equitable access to all courses provided at the three schools. This equitable access will continue as new courses are being developed during the implementation of the International Baccalaureate curriculum.

Elimination of Possible Racial Barriers: On June 30, 1987, the Richland School District Two Board of Trustees approved Policy JB- Equal Education Opportunity/ Nondiscrimination. Its purpose is to define clearly the board's policy guidelines regarding equal educational opportunities for all students in the district. The board believes that the district must provide public education in an atmosphere where differences are understood and appreciated. The district should treat all persons fairly, with respect, and without discrimination or threats of violence or abuse. Every student of this school district will have equal educational opportunities regardless of ethnic or racial background, religious beliefs, sex, disability, and economic or social conditions. The district schools will not refuse to admit or exclude any person based on these criteria. The district will advertise this nondiscrimination policy. This concept of equal educational opportunity serves as a guide for the board and the staff in making decisions related to school facilities, employment of personnel, selection of educational materials, equipment, curriculum and regulations affecting students. This race-neutral policy ensures that all students have the same access to school programs regardless of race. Most significantly, this race-neutral policy ensures that all applicants to magnet school programs have the same likelihood of being

selected for the program, regardless of race. All races will have equitable access to all program activities and courses. The International Baccalaureate programs at all three schools are whole school programs and every student is eligible to participate. As noted in the attached voluntary desegregation plan and student assignment policies, the race of a student is not a consideration in any student assignment decisions.

Elimination of Possible National-Origin Barriers: Relative to the risk of underrepresentation in various programs, courses, and activities attributed to the national origin of the student, the district has policies and practices currently in place to ensure the elimination of national-origin barriers. The number of culturally diverse families within Richland School District Two is dramatically increasing, as evidenced by the district having fifty-two languages spoken by its students and their families. In 2007, we only had thirty-two languages. With this increase, coupled with the district's nondiscrimination policy, culturally diverse staff and students are becoming significantly more represented within Richland School District Two. Steps are taken to ensure that culturally diverse students have equal access and treatment in all school programs, courses, and activities. More importantly, these students have every opportunity to be successful. Within Richland School District Two's Student Services Department, a number of staff members provide interpretation services for students with language barriers. A district bilingual social worker provides additional communicative support. Further, Richland School District Two has a well established ESOL program led by Dr. Audrey Ratchford, a former teacher and principal who understands students' unique needs. The ESOL program is expanding yearly to accommodate the increasing enrollment in the district. Every day the ESOL staff strives to eliminate the possibility of underrepresentation attributed to national origin.

Elimination of Possible Color Barriers: Equal access and treatment for all students in every school program, course, and activity, regardless of color, is ensured through Richland School District Two's nondiscrimination policy and Student Assignment Policy. The race, color-neutral policy ensures that all students have the same opportunities to follow their interests and needs, and have the same opportunities to be successful. Multiracial coding is also available to students and parent which further reduces any perception of a barrier related to racial identification. Cultural diversity training is continuously offered across the district so that color is never a barrier to accessing various programs, courses, and activities in our district.

Elimination of Possible Disability Barriers: Richland School District Two has a commitment to ensure equal access and treatment to students with disabilities, and every effort is made to ensure the elimination of possible disability barriers within the schools' programs, courses, and activities. Richland School District Two adheres strictly to the provisions outlined in the Americans with Disabilities Act, as well as to the Richland School District Two nondiscrimination policy which specifically states that no person shall be discriminated against due to any type of disability.

Richland School District Two has an extensive Special Education Department that addresses the special needs of all students in the school system. The special needs program reaches all schools in the district. Dr. John Hogan is the executive director of the Special Services Department. Within his department, various student support services are offered. Dr. Shirley Vickery is the Director of Psychological services and oversees all psychologists placed within schools in the district. Mrs. Debbie Jordan is the curriculum coordinator who works directly with teachers of special needs students to ensure the curriculum is aligned with state curriculum standards. Mrs. Sandra Clark is the school coordinator and ensures smooth flow of

communication between the district and school level staff. Mrs. Barbara Grossberg is the lead social worker who oversees school-based social workers where each social worker supports two schools. Dr. Cooper-Haber is the district Intervention Programs Coordinator where she and her staff provide tier one services to at-risk students and their families. Mrs. Dawne McAdams is our lead nurse and oversees the school-based nurses at each school in our district. In sum, the Richland School District Two Board of Trustees recognizes the multitude of barriers which exist for our special needs population. The district is entrusted to provide a high level of support services so that no student will encounter a barrier to participation in various programs, courses, and activities attributed to disabilities.

By combining services and policy such as the Special Education Department, Related Services, the Americans with Disabilities Act, the Richland School District Two Student Assignment Policy, and Richland School District Two's nondiscrimination policy, the district is taking all necessary steps to eliminate possible disability barriers. Richland School District Two ensures that all special needs students in the district are eligible to apply for the district's magnet program, and all parents, with their children, are encouraged to apply for magnet programs based on their children's interests and needs. The multiplicity of magnet themes throughout the district and the extensive network of special education services at magnet schools provide multiple options in which to participate.

Elimination of Possible Age Barriers: Educational services are provided for students as appropriate from preschool through age 21. Furthermore, the district offers additional support services for adults, aged 22 and older, who wish to continue their pursuit of educational or career paths. The district's continuing education center, the W. R. Rogers Adult, Continuing, and Technology Education Center, offers several learning opportunities to eliminate age barriers:

- High School Diploma: Assists adults in obtaining a South Carolina High School Diploma. Students must earn a minimum of 24 credits and pass both parts of the SC Exit Examination. Students must have at least 16 credits before entering the Adult Education High School Diploma Program.
- GED Preparation: Prepares adults for the General Educational Development (GED) test. Day and evening classes are available.
- Exit Exam/HSAP Preparation: Assists adults in passing one or both subsets of the exam. Diploma candidates must pass both portions of the test in order to graduate.
- Computer Instruction: Adults receive basic, intermediate, and advanced instruction in using the personal computer and the Windows operating system for everyday functions.
- WorkKeys: Adults receive intermediate and advanced instruction in Reading for Information, Locating Information, and Applied Mathematics in preparation for the official internet-based WorkKeys assessment. Candidates who receive passing scores on all three subtests will receive the official Career Readiness Certificate.
- Skills Lab (Pre-GED): This course assists adults age 22 and older in building skills in reading, writing, and math. Students are encouraged to take the GED test upon successful completion of the course.
- South Carolina Virtual School Program: This program is a partnership between The South Carolina Department of Education and local school districts. It is designed to help students earn high school diploma credits using free on-line courses.
- English as a Second Language: This program begins with a basic course for non-English speaking persons. Students learn English as a second language, culture and community understanding.

Richland School District Two takes proactive measures to ensure equal access and treatment to students in all programs, courses, and activities, regardless of age. The district's plan of operation ensures that age barriers are eliminated for traditionally underrepresented groups and individuals through the district's nondiscrimination policy.

Elimination of Other Possible Barriers: Among other possible barriers, academic proficiency is a possible example, and it is most significant that the proposed International Baccalaureate Continuum does not have selection or admission criteria such as academic examinations. In all of its application and recruitment materials, the district states that all students in the district are eligible for the magnet program and no academic or performance standards, academic examinations, grade-point averages, or recommendations are used in determining admittance to the program. Academic achievement is not a factor in the lottery selection process for individual students applying to the International Baccalaureate Continuum.

Religion of students and their families will not be a barrier to equal access and treatment in school programs, courses, or activities. Focused efforts are made to eliminate any such factor that could result in underrepresentation. For example, the school calendar is proposed each year by a committee of teachers within the district who specifically considers major holidays of all religions. Equitable access is further provided through optional provisions that are made for students when parents ask that their child not participate in an activity under certain circumstances-which includes religious reasons.

Transportation can sometimes become a barrier to participation; however, it will not be a barrier for the International Baccalaureate Continuum because the students who are zoned for the three schools are located within the attendance lines.

Richland School District Two programs, courses, and activities are monitored by many district departments and offices which include the district Evaluation and Accountability Department. These evaluative activities help to determine if a program is underrepresented by one or more of the likely GEPA statues of gender, race, national origin, color, disability, age, or other possible barrier. If such a determination is noticed, the underrepresentation within the program, course, or activity is identified, and the program management can take all necessary steps to ensure that measures are taken to eliminate any underrepresentation that might have been exposed.

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Sara		Wheeler	

Address:

* Street1: 6831 Brookfield Rd.

Street2:

* City: Columbia

County: Richland

* State: SC* Zip / Postal Code: 29206 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(803)518-3793	(803)699-2230

Email Address:

SWHEELER@RICHLAND2.ORG

2. Applicant Experience

Novice Applicant [X] Yes [ ] No [ ] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[ ] Yes [X] No

Are ALL the research activities proposed designated to be exempt from the regulations?

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Narrative-Project Abstract

Attachment 1:
Title: **Richland Two Abstract** Pages: **1** Uploaded File: **Richland Two Abstract.pdf**

The Magnet Schools Assistance Program Abstract

Project Title: The International Baccalaureate Continuum

Major Project Goals: Goal 1. Promote diversity by reducing, eliminating, or preventing minority group isolation in elementary and secondary schools with substantial proportions of minority students. Goal 2. Increase academic achievement by implementing systemic reforms to provide all students the opportunity to meet challenging State academic content standards and academic achievement standards. Goal 3. Develop connections between students, parents, teachers and their school, community, and global environments. Goal 4. Build the capacity, including through professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended.

Magnet Schools participating in the project:

School	Grades	Current Enrollment	School Capacity
Windsor Elementary	prek-5	644	800
E. L. Wright Middle	6-8	1,027	1,225
Richland Northeast High	9-12	1,439	1,750
Total served	**prek-12**	**3,110**	**3,775**

Special Curricular Program: The rigorous International Baccalaureate Programme will be implemented at each school. It provides services for students at elementary, middle, and high school levels to develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. These schools have been selected because of the need to find legitimate ways to reduce the minority group isolation of African American students, as compared to the district average, and to address specific student academic achievement needs.

Project Narrative

Project-Narrative-Table of Contents

Attachment 1:
Title: **Richland Two Table of Contents** Pages: **1** Uploaded File: **Table of Contents final.pdf**

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Project Narrative

Project Narrative-Competitive Preference Priority 1-Need for Assistance

Attachment 1:
Title: **Richland Two CPP1** Pages: **5** Uploaded File: **Richland Two CP 1.pdf**

Priority 1--Need for assistance

Richland School District Two (Richland Two), located in Columbia, South Carolina, is applying for MSAP funds to establish three magnet schools that are within close proximity to each other in the neediest area of the district. The proposed wall-to-wall magnet schools will implement the renowned International Baccalaureate (IB) program. These schools will form a "continuum" of learning at the elementary, middle, and high school:

- ✓ Windsor Elementary School (grades pre-k-5) Primary Years Programme (PYP)
- ✓ E. L. Wright Middle School (grades 6-8) Middle Years Programme (MYP)
- ✓ Richland Northeast High (grades 9-10) MYP and (11-12) Diploma Programme (DP)

The curricula and project activities at the lower grades are designed to align with curricula at the high school. More importantly, the plan is to recruit students at an early age to the schools in this lower part of the school district and to provide the programs and resources to keep them at these IB magnet schools. The most effective method to create a more diverse student body at E. L Wright Middle School and Richland Northeast High School is to slowly increase the diversity of the student body at the elementary feeder school level.

A project with the scope, the vision, and the potential for success of the **International Baccalaureate Continuum** project will be impossible to implement without financial and technical assistance as described fully in the attached project narrative. The University of South Carolina and a Magnet School Advisory Board have provided the guidance and direction to this project and will continue to do so as the plan to turn around these schools builds momentum.

The Secretary evaluates the applicant's needs for assistance under the MSAP regulations

(a) The costs of fully implementing the magnet schools project as proposed;

Funding from the Magnet Schools Assistance Program is absolutely necessary for

Richland Two to implement its plans for three magnet schools in the neediest area of the district. Financial support is essential for the district to provide these critical activities:

1. Provide comprehensive IB training to faculty members at all three schools;

2. Restructure the curricular programs at the three schools to encompass a comprehensive **International Baccalaureate Continuum** with the PYP at the elementary level, the MYP at the middle school level, and the combined MYP and DP at the high school level;

3. Develop and write curriculum in each content area which incorporates IB curricula and aligns with rigorous South Carolina state standards in math, science, social studies, and reading/ ELA;

4. Conduct a community-wide public awareness and student recruitment campaign;

5. Provide professional development to integrate the magnet theme across all content areas;

6. Establish Magnet School Advisory Boards to ensure parent/community involvement;

7. Develop relationships with community professional groups to promote the IB theme; and

8. Install technology and equipment to support student achievement and faculty development.

Richland Two is requesting $6,422,397 over a three-year period to implement the **International Baccalaureate Continuum** project. During the first year, the budget includes funds for personnel, including the hiring and training of a project director, clerical assistant, and three curriculum facilitators at each of the three schools participating in the continuum. Salaries for two full-time teachers and one half-time teacher are also needed to meet the requirements of the program. Funding is needed for IB staff development at all three schools to facilitate the full implementation of the magnet programs. Funding is also necessary to provide technological advancements necessary to connect internationally through videoconferencing with countries around the world. Funding is also requested to provide student research materials as required by the International Baccalaureate Program, to support facility upgrades at each school to “scream

the theme," and to fund both in-state and national professional development conferences for staff members who will be instrumental in implementing this program with fidelity.

This grant funding will be critical in acquiring one-time purchases necessary for implementing the IB Program. The majority of large item purchases will be made during Year 1. These items include expanding the Media Center at all three schools, creating foreign language labs, upgrading news studios to communicate nationally and internationally, and purchasing lab equipment necessary for chemistry, biology, and physics courses. Curriculum development training opportunities, professional development texts to expand the reference libraries at each target school, software, and additional equipment all contribute to meeting the stated goals.

A comprehensive independent evaluation will be conducted by the South Carolina Education Policy Center in the College of Education (SCEPC) at the University of South Carolina. Principal investigators for the evaluation include Dr. Diane Monrad and Dr. Robert Johnson. They are referenced in the Personnel Section and resumes are included in Appendix A.

The Year 2 budget includes funds for continued International Baccalaureate Category Two professional development, a primary focus of this proposal. In addition, funds will provide personnel necessary to offer the program, facility upgrades at all schools to enhance the magnet theme, literacy materials to expand their Media Centers, and foreign language lab enhancements.

The major expenses during Year 3 will be continued personnel costs, staff professional development, and upkeep and maintenance-related costs. The remaining funds will be allocated for expendable supplies and costs of the final evaluation.

(b) The resources available to carry out the project if funds were not provided;

The **International Baccalaureate Continuum** will reduce minority group isolation for African-American students at the elementary, middle, and high school levels in Richland Two.

As noted in Table 1 and Table 3, the African American population exceeds the district average at all three schools. This continuum is impossible to implement without outside assistance. Should this project not be funded, district assistance and resources will be directed toward maintaining the current level of educational opportunities currently available at each school. During the 2009-2010 school year, Richland Two has experienced an $8,600,000 reduction in its budget. The Finance Office projects a $6,200,000 reduction in revenue during the 2010-2011 school year. The Magnet School Advisory Board will continue to work with partners to provide limited opportunities, but the full International Baccalaureate Program is too costly for the district to implement without MSAP funding during these dire economic times.

The plan to develop a vertically aligned and articulated feeder system will be put on hold if this proposal does not receive funding. All district resources earmarked for magnet schools will be allocated to the high school program which cannot be successful alone in lowering the incidence of minority group isolation without the development of a carefully articulated elementary and middle school magnet program of study. The goal is to develop positive public attitudes toward the schools in the lower area of the district, beginning at the elementary level and continuing through the middle years so that parents will be enthusiastic about sending their children to Richland Northeast High.

(c) The extent to which the costs of the project exceed the applicant's resources; and

The cost of full implementation of the International Baccalaureate Continuum project exceeds the district's resources by approximately $6,412,397. If this proposal is funded, the district will assume personnel costs for the additional student load at each of the three schools. Since all three schools will become school-wide magnets, the total costs of operation will also become part of the cost of the district's commitment to the project.

(d) The difficulty of effectively carrying out the approved plan.

The IB Programme is well developed. However, the superior quality of the program includes costly application fees, professional development fees, and student assessment fees. The district would experience great difficulty in carrying out this project because funding is simply not available. For this 2009-2010 school year, the district has used the stimulus-generated State Fiscal Sustainability Funds (SFSF) of $7,216,895 just to maintain regular staffing for its schools. The SFSF funding will significantly decrease to $4,602,462 for the next school year. The magnet school continuum, placed in the neediest area of the district, is logical given the district's demographics. Our community wants this program, but without funding, the project can not be implemented as proposed.

Project Narrative

Project Narrative-Competitive Preference Priority 4-Expanding Capacity to Provide Choice

Attachment 1:
Title: **Richland Two CPP 4** Pages: **5** Uploaded File: **Richland Two CP 4.pdf**

Priority 4--Expanding Capacity to Provide Choice This priority supports projects that will-

(1) Help parents whose children attend low-performing schools

Richland Two has been a leader in school choice since the early 1990's. Parents may choose for their children to attend any school in the district based on seat availability at the appropriate grade levels. Many parents in the district, however, have exercised another choice option: to send their children to private schools. Currently, 48 private schools serving 10,895 students are located in Richland County, and the list expands annually. This proposal targets parents of private school students by offering the choice to enter the lottery for a seat at one of the districts' new magnet schools. It has a clearly defined plan to seek parental input and to include those parental responses systemically within each school's strategic planning process.

As planning for this proposal progressed, the district's Magnet School Advisory Board looked at ways the project could support Title 1 choice and provide opportunities for students from low-performing schools to attend higher-performing schools. Several district elementary and middle schools have been reported 'At Risk" on the School Report Card. **The International Baccalaureate Continuum** proposes to develop high quality academic programs that will improve the quality of teaching and learning at three schools and provide additional choices for parents whose children attend low performing schools.

(a) Selecting schools identified for school improvement

The three schools selected for this application meet the priorities set by MSAP and ESEA. As a way of promoting high student academic achievement, encouraging diversity, and reducing minority group isolation for African American students, the district targeted its neediest schools. South Carolina's Education Accountability Act (EAA) provides the state's education accountability system. The schools not currently identified as in "School Improvement" will be

used to provide choice options for students currently attending other low-performing schools.

The table below details the targeted schools' academic achievement status:

School Name	Met AYP	Absolute Rating	Improvement Rating
Windsor Elementary			
2004-2005	Yes	Good	Unsatisfactory
2005-2006	Yes	Average	Below Average
2006-2007	No	Below Average	Unsatisfactory
2007-2008	No	At-Risk	Below Average
2008-2009	Yes	Below Average	Average
E. L. Wright Middle			
2004-2005	No	Good	Below Average
2005-2006	No	Average	Below Average
2006-2007	No	Average	At-Risk
2007-2008	No	Average	At-Risk
2008-2009	No	Average	Average
Richland Northeast High			
2004-2005	No	Good	Below Average
2005-2006	Yes	Good	Below Average
2006-2007	No	Good	Average
2007-2008	No	Average	At-Risk
2008-2009	No	Average	Below Average

Windsor Elementary began its decline in 2006 when many of its families moved out of the area to new--albeit cheaper--housing developments further north in the district. The school has never regained its previous status. South Carolina's Education Accountability Act (Chapter 18, Title 59 of the 1976 Code) was amended in 2008 to revise the manner in which students, schools, and districts are assessed and to designate new levels of school academic performance. As mandated by this legislation, a new assessment, the Palmetto Assessment of State Standards (PASS), was developed to replace the Palmetto Achievement Challenge Test (PACT) which was administered from 1999 to 2008. Implemented in 2009, PASS was designed to measure the performance of public school students in grades 3-8 in 5 subject areas: writing, English language arts, mathematics, science, and social studies. The PASS results are used for state and federal accountability purposes beginning with the 2008–09 school year. As a result of this change, Windsor made AYP because the distinction of "met AYP" was calculated based on the number of students meeting "basic" academic achievement requirements, whereas with the former PACT test, meeting AYP was based on the number of students meeting "proficient" academic achievement.

As the feeder middle school for Windsor, E. L. Wright Middle school has failed to make the state's annual progress standards (formerly AYP) for the past five years. Richland Northeast, the high school serving Windsor and Wright, has failed to meet state progress standards in three of the past five years. The schools graduation rate continues to decline dramatically: 2009-65% graduation rate; 2008-74%; 2007-76%. Parents and community members are concerned about the absence of rigor in the classroom.

(b) Maximizing opportunity to reduce minority group isolation;

Richland Two is well recognized across the state and nation for its pioneering efforts in the school choice. The district widely advertises its choice philosophy and continuously informs the parents of every child in the district of the transfer options at each grade level. Notices are published in the local media, on the district's website, and through public broadcast announcements to publicize the Choice Option which allows children to attend any district school as long as there is adequate space for them.

The initial publicity regarding available magnet slots at Windsor, E. L. Wright, and Richland Northeast will be provided simultaneously when the regular choice options in the district are introduced. Once the initial applications are received for the slots, student names will be randomly selected in a public lottery. If all available slots are not taken, the magnet school director, a community committee, and the district administration will review the racial composition of this first group of magnet students, and the effect that their selection has had upon the ethnic composition of the schools from which they were chosen. Based upon the desired composition of these first classes and the impact upon the feeder schools, targeted recruitment for a follow-up lottery will begin in schools whose ethnic distribution is aligned with the needs of the magnet programs. Targeted recruitment would occur to reduce minority group isolation for African American students so that ethnicity is more closely representative of the district average. No student will be singled out for selection or rejection because of race or ethnic origin, but recruitment in a heavily populated underrepresented area should result in a greater proportion of diverse candidates and a greater possibility of their selection in a follow-up lottery. Likewise, the reverse may occur. The initial lottery may produce a larger than expected number of candidates from one particular ethnic group. If so, recruitment efforts will target those

communities with a greater number of underrepresented students. No students will be selected based on race or ethnicity. All students will be selected by random selection in a public lottery.

(2) Effectively inform parents whose children attend low-performing schools about choices that are available to them in the magnet schools funded under the project.

Richland Two follows Federal guidelines and State regulations relative to informing parents of their right to move their children from schools that have not met the state's annual progress standards for two or more consecutive years. Parents and guardians are given information about the status of the school and instructions concerning the steps they should follow if they wish for their child to attend another school in the district. This information is provided in Spanish to students of Hispanic origin. The district also informs parents of its choice policy through a *Choice Magazine*, school newsletters, the district website, an automated telephonic messaging system, and a public information media campaign. Richland Two will improve its informational outreach to parents especially to recruit for the target magnet schools. In this proposal, the district presents a clearly defined plan by establishing a parental connection which uses valuable parental input systematically and solidifies parental requests and responses. These inputs will be systemically included within each school's strategic planning process. Outreach will include improved design and distribution of choice materials, presentations to community organizations, religious groups, daycare organizations, and other parent organizations, as well as an improved advertising and marketing campaign. The message will be clear and succinct: All students are eligible to attend any school in Richland Two as long as there is space to accommodate them.

Project Narrative

Project Narrative-Selection Criteria-Quality of project services (25 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Richland Two Project Services** Pages: **19** Uploaded File: **Richland Two Project Services.pdf**

(a) Quality of project services.

Introduction: This application is from Richland School District Two (Richland Two). The district is eligible to receive MSAP assistance. Richland Two is the largest school district in the Midlands of South Carolina and one of the two fastest-growing of the 85 school districts in the state (SC Depart. of Education Rankings, 2009). Richland Two is located in Richland County and covers 242 miles, with 83 square miles located on Fort Jackson property. Fort Jackson is the nation's largest and most active military training installation for the US Army. Hence, 2,145 students in our district are connected with the military. Richland Two serves over 24,000 pre-kindergarten-grade 12 students and employs over 3,300 full-time people. Although Richland Two reports a 49% free or reduced lunch rate (F/R), the three schools, Windsor Elementary, Wright Middle, and Richland Northeast High, will form the proposed continuum of magnet schools which are located squarely within pockets of poverty in the district. Windsor Elementary has an 81% F/R; Wright Middle has 43% F/R; and Richland Northeast High has 53% F/R.

Richland Two has a richly diverse student population: African American (59%), White (32%), Asian (2%), Hispanic (6%), and Other (1%). With 57 different languages identified within the district and a growing minority student population, diversity is as synonymous to this district as is growth. An imaginary yet highly discernable dividing line is apparent when viewing the district as a whole: The upper region of the district continues to grow and thrive. However, the at-risk area becomes more depressed. Because of its geographic size with the juxtaposition of urban and rural areas, housing patterns have led to areas of segregation. In addition, there are 10,895 students, mostly of underrepresented ethnic groups, living in this district that are enrolled in private schools. Past success with magnet schools and school choice options have convinced the district that strong academic programs that are supported by research proven methods and

practices can have a positive impact on both school demographics and on student achievement.

These three target schools have been selected to create compelling magnet programs because of the need to find legitimate ways to attract a more diverse student body and address specific student educational needs. The need for these programs has thus been established by:

- the desire to address profound educational needs of the at-risk area within the district;
- the use of community surveys to establish magnet themes;
- the decrease of student academic achievement based on accountability reports;
- the lack of parental and community involvement at the schools;
- the isolation of African American students, compared to the district average, in these schools.

A program of the scope, vision, and potential for success of the proposed **International Baccalaureate Continuum** will be impossible to implement without the financial and technical assistance that is described elsewhere in this proposal. A Magnet Schools Advisory Board, partnerships with higher education, and representatives from professional organizations have all provided guidance and direction to this project and will continue to do so as the plan to improve racial balance, close the achievement gap, and to build sustainable programs builds momentum.

Historical Magnet School Background: Richland Two began implementing magnet schools in the early 1990s. The district has 11 elementary, 8 middle, and 8 high school magnet programs. For the 2009-2010 school year, approximately 1,010 applications were filed at the elementary, 805 applications at the middle, and 454 at the high schools. Of those, 347 (34%) were accepted at the elementary, 529 (66%) at the middle, and 346 (76%) at the high school. Furthermore, there are very few magnet schools in close proximity to neighborhoods that are predominately Hispanic, meaning students from this ethnic group have to travel long distances to attend a magnet school. Further, with only 34% of applications accepted at the elementary level, the need

for a quality elementary magnet is glaringly apparent. The popularity of district magnets, combined with minority group isolation and the lack of magnet schools in the at-risk area of the district, has led Richland Two to pursue funding to create three new magnet schools in the at-risk area of the district that is currently underserved by existing magnet schools. Although all schools accept students district-wide unless they are at capacity, students in the at-risk, targeted area of the district are unlikely to apply to schools that are excessively far away from their homes.

(1) The Secretary considers the quality of the services provided by the proposed project.

The International Baccalaureate (IB) Program provides services for students at elementary, middle, and high school levels to develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. The Primary Years Programme (PYP) for students aged 3-12 focuses on the development of the whole child in the classroom and in the world outside. The Middle Years Programme (MYP) for students aged 11-16 provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects. The Diploma Programme (DP) for students aged 16-19 is a demanding two-year curriculum leading to final examinations that are highly rigorous.

(2) Strategies for ensuring equal access and treatment

For these three magnet schools, all students will be selected by the district computerized lottery system. Therefore, all students have equal access to the magnet programs. For the students who are currently enrolled at the three target schools, those students will remain enrolled and participate in the magnet program. There is no entrance criteria for any of the three magnet schools cited in this proposal. The district uses a lottery to select students from a pool of applications. Students apply to a school based on their desires and interests in the theme. All enrollments are voluntary. The project will make a concerted effort to recruit students from

underrepresented groups. The quality of the recruitment program will ensure that student groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability will receive equal access and treatment. A Recruitment Blitz will begin immediately upon being funded for this proposal: hosting public information meetings, announcing magnet school opportunities at parent group meetings, extending current partnerships; creating new partnerships; attending meetings with civic groups, houses of worship, and day care centers of various racial and ethnic groups; posting announcements in local shopping malls; placing newspaper, television, and radio ads that target cable television and radio stations that appeal to various ethnic groups; visiting student homes, offering human interest stories that feature the new magnet schools/students, developing a dedicated website for the new magnet continuum; and other related activities to inform all community members.

(3) In addition, the Secretary considers one or more the following factors:

(i) Services are appropriate to the needs of the intended recipients;

Promote Diversity: The target schools are located in the at-risk area of Richland Two. As indicated in the attached desegregation plan's historical ethnicity charts, all three schools have experienced an increasing rate of minority group isolation. Each school has averaged a 3% annual increase in minority enrollment over the past 22 years. For example, in 1987, Richland Northeast reported 46% minority students and now reports 79%. Likewise, Wright Middle reported 30% minority in 1987 and now reports 71% minority. Windsor Elementary has experienced the greatest increase in minority group isolation beginning in 1987 with 29% minority and now reports 87%.

Increase Academic Achievement: The target schools need a systemic reform to provide all students the opportunity to meet challenging State academic content standards and academic

achievement standards. The Palmetto Assessment of State Standards (PASS), designed to measure the performance of students in grades 3-8 in five subject areas: writing, English language arts (ELA), mathematics, science, and social studies, is used for accountability purposes. Not one of the schools met adequate yearly progress, with the exception of Windsor for 2008-2009. As noted in CPP #4, this exception is deceiving due to the change in measurement by switching from PACT to the current PASS. As a result of this change, Windsor made AYP because the distinction of "met AYP" was calculated based on the number of students meeting "basic" academic achievement requirements, whereas with the former PACT test, meeting AYP was based on the number of students meeting "proficient" academic achievement. No true increase in academic achievement occurred.

Develop connections: The target schools also are located within a disconnected community. On the most recent school report card, Windsor Elementary reported that 65% of teachers were satisfied with home-school relations. At Wright Middle and Richland Northeast High, only 76% of parents were satisfied with school-home relations. As noted in a recent school climate study, only 41% of parents at Windsor Elementary participated as volunteer helpers in the school or classroom. These percentages increase with 88% at Wright Middle and 61% at Richland Northeast. These statistics are atypical: usually the elementary has the highest participation percentage. Further, at Windsor Elementary only 50% of parents seek to be involved in school decisions through advisory committees. However, at Wright Middle and Richland Northeast those percentages increase to 100% and 81% respectively.

Because a major portion of our community includes the military, it is critical that the district have the opportunity to offer the IB program. Students whose parents are stationed at Fort Jackson enroll in our schools on a daily basis. If this program were offered, the students would

experience less anxiety about attending a new school if the curricula were familiar. For example, if the students were coming from Germany or Guatemala, the likelihood that the IB program was offered at the student's prior school is high. IB is found within schools in 138 countries. With MSAP assistance of a systemic strategy to link parents and their students with the school community, these magnet schools will flourish. This proposal develops connections between students, parents, and teachers and their school, community, and global environments.

Taken all applicable data into consideration, the Magnet School Advisory Board aligned the needs of the target students with the qualities of the International Baccalaureate Programme:

Need	IB Programme
Promote diversity by reducing, eliminating, or preventing minority group isolation	The magnet schools will attract students from diverse backgrounds from other areas of the district.
Increase academic achievement by achieving systemic reforms to provide all students the opportunity to meet State academic content and academic achievement standards;	The International Baccalaureate Continuum (IB) will provide a world-renowned rigorous curriculum within a seamless educational matriculation at the elementary, middle, and high school levels;
Develop connections between students, parents, and teachers and their school, community, and global environments;	The proposed plan includes systemic strategic planning to establish strong connections across community, state, and international entities;
Improve the capacity, including through professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended.	Through scheduled trainings and multiple opportunities for staff and school enhancement, the three magnet schools will achieve IB world class status by providing a rigorous, whole child curriculum that is continuously assessed.

(iii) Services reflect up-to-date knowledge from research and effective practice.

As noted in *Creating Successful Magnet School Programs* (2004), "by researching successful magnet programs and schools, by finding out what themes have been particularly successful elsewhere, a district. . . .can often avoid having to 'reinvent the wheel'" (pg. 7). The most indispensable guides referenced by the Magnet School Advisory Board when preparing this proposal are the US Dept. of Ed's *Creating and Sustaining Successful K-8 Magnet Schools* and *Successful Magnet High Schools* (2008). The five common elements shared by the successful magnet schools are 1) innovation 2) promoting equity 3) forging community partnerships 4) designing rigorous academic programs 5) building a culture of high-quality teaching. With those benchmarks, the team began to research specific curricular options. The research and effective practice of the International Baccalaureate Programme is widely published. S. Cech of *Education Week* (2007) commented, "Amid heightened concern about preparing students for a global economy, the academically demanding International Baccalaureate program is catching on fast in US schools." The following list groups select research articles, books, and other publications by topics as they relate to the Richland Two proposed magnet school continuum:

<u>Implementing Systemic Reform Efforts to Increase Diversity:</u>

- Lipman, P. (2004), *High stakes education: inequality, globalization, and urban school reform* analyzes the ways in which schools are influenced by social, economic and political forces within the social environment. Schools attempt to respond to external factors including demographic change, poverty, and social inequality. Unless strategies are devised to address these forces, it is unlikely that schools will succeed in serving the academic needs of students.

<u>Increasing Academic Achievement</u>

- Jackson-Newman, Qiana L. (2008) *School-wide implementation of the elements of effective classroom instruction: Lessons from high-performing, high-poverty urban schools*.

This study analyzed the organizational structures and systems utilized at a high performing and high poverty urban K-8 school with a large group of diverse students. The IB program was found to be one program that supported student academic success.

- Thompson, J.J.; Hayden, M.C. (1996) *Unlocking your potential.* Their research suggests that international education makes a difference, not necessarily in academic achievement, but more importantly, in student attitudes toward the world and the society they live in.

Developing connections between students, parents, and teachers and their school, community, and global environments

- MacKenzie, P. (2001) *Bilingual Education: who wants it? who needs it?* A school offering a bilingual education, that is, one delivering the curriculum to each and every child in two (or more) languages, should be the exemplar of what is most important in an international education. The research suggests that it is the monolingual native speakers of English who are missing out and for whom a bilingual education is most imperative.

- Batey-Stepancic, Alva (2006) *The IB Organization: Characteristics that lead to improved school climate and student achievement.* This study examined teacher and administrator practices within the International Baccalaureate Organization. The learning community philosophy resulted in student achievement, and an improved school climate with an enhanced performance and interest in the teaching and learning process.

- The US Dept. of Education's *An Invitation to BuildingChoice.org* (2005) emphasizes the need for a strong outreach component. Suggestions for targeting parents include researching parent

information needs, creating notification letter and media plan templates, developing a school visit checklist, and a parent organizer checklist.

Improving the capacity to continue operating magnet schools

- *Creating and Sustaining Successful K-8 Magnet Schools* (2008). This publication provides a framework for developing and sustaining successful magnet schools. "Beyond start-up costs, a successful magnet school requires money for ongoing professional development, new theme-based materials, and updated technology." The schools develop stronger systems, processes, and networks.

- Berkey, T.B. (1994) *The Contributions of Curriculum Adaptability, Adequate Resources and Broad Support to The Success of IB Programmes in North America.* Results of this study identified several factors that contribute to the success of IB programs which included a rigorous curriculum, articulation adjustments, investment in staff development, and broad support from administration, parents, community, staff, and interested students.

(iv) The likely impact of the services to be provided on the intended recipients;

Since its founding in 1968, the International Baccalaureate Programme has shown remarkable success in increasing student academic achievement and global awareness. Its mission is succinct: The IB program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The organization helps to develop challenging programmes of international education and rigorous assessment. These programmes will encourage Richland Two students to connect with other students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. R. Jeffery (2009) describes the two digital projects that aim to make global connections easier for students.

The "virtual community" and the "stakeholder gateway" projects will provide the IB community an online force to help build meaningful connections across the world. The program has a clear strategy for ensuring that its aims are realized. IB seeks to improve the quality of curriculum, assessment, and professional development on a continuous basis. The organization plans to broaden access purposefully where the program can have the most impact, particularly with disadvantaged students.

The likely impact of services on the students who are receiving them is also based on 40 years of research. The IB mission statement has been translated into a set of learning outcomes for the 21st century. Students in IB strive to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. The attributes of this learner profile express the values inherent to the IB continuum of international education. IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. IB assessment is rigorous, criterion referenced, and differentiating of student ability. The overall diploma pass rate has been broadly consistent year after year. Coupled with the Diploma Programme curriculum, the high school students will experience increased academic success. The Diploma Program has reported a consistent passage rate for the past four years:

May '06	**May '07**	**May '08**	**May '09**
80.4%	78.8%	79.0%	78.7%

Based on the three targeted school populations and their needs, this proposal includes the personnel, resources, and partnerships necessary to achieve the desired results. Richland Two is seeking to accomplish these four goals and their corresponding objectives:

Goal 1: Promote diversity by reducing and preventing minority group isolation

Objectives: 1a. By October 1 of each project year, minority group isolation of African American students will be reduced in accordance with enrollment targets for each magnet school as specified in Tables 1, 2, and 3. **1b.** For each year of the project, a student applicant pool will be recruited for each MSAP magnet school that would reduce minority group isolation consistent with the projected enrollment for each school. **1c.** For each feeder school with minority group isolation, the minority enrollment will not increase during the project year as a result of the implementation of the magnet schools.
Goal 2: Increase student academic achievement by implementing systemic reforms to provide all students the opportunity to meet challenging State academic content standards and academic achievement standards;
2a. By the end of the project, students from ethnic groups at each magnet school will meet or exceed the State's annual progress standards in reading/language arts and mathematics. **2b.** At each magnet school, the percentage of students who score Met or above on the Palmetto Assessment of State Standards will increase by 2 percentage points each year. **2c.** At Richland Northeast, the percentage of 10th graders who pass both subtests of the High School Assessment Program (HSAP) will increase by two percentage points per year. **2d.** At Windsor and E.L. Wright, the percentage of students who Meet or Exceed their MAP growth target from fall to spring will exceed that of the national norm group for reading and mathematics at every grade level. **2e.** At least 85% of students participating in the IB program components will agree that the IB components contribute to their academic success. **2f.** The graduation rate at Richland Northeast will increase by 1 percentage point by spring 2012 and 2 percentage points by spring 2013 when compared with the previous 3-year mean.

2g. The IB diploma passage rate of high school students participating in the IB magnet diploma program at Richland Northeast will exceed the national passage rate (78.7%, 2009) by spring 2013.
Goal 3: Develop connections between students, parents, and teachers and their school, community, and global environments;
3a. At least 85% of students at each magnet program will agree that they interact with students of different social, economic, ethnic, and racial backgrounds. **3b.** At least 85% of students at each magnet school will agree that the components of the IB curriculum are meeting their social and emotional needs. **3c.** Each magnet school will score above the state mean for at least 75% of the 14 measures of school climate on the annual survey of teachers, students, and parents. **3d.** At least 85% of parents whose students are participating in the IB magnet program will indicate that they agree that they have been involved in IB program planning and implementation decision making. **3e.** All magnet schools (100.0%) included in the project will conduct a social marketing/public relations awareness campaign. **3f.** Each targeted magnet school will increase its number of student community service learning outreach projects annually. **3g.** Each targeted magnet school will increase its number of parental involvement activities annually.
Goal 4: Build the capacity, including professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended.
4a. At least 95% of teachers participating in the IB magnet programs at each school will

complete Category 1 IB professional development.

4b. At least 95% of the magnet school teachers will participate in 40 or more hours of IB professional development each year.

4c. At least 85% of teachers participating in IB professional development workshops will rate workshop components as effective.

4d. At least 85% of teachers participating in the IB magnet programs will indicate that they agree that they understand how to teach the IB curriculum within state standards guidelines.

4e. At least 85% of teachers participating in the IB magnet programs will indicate that IB instructional components are effective in meeting students' needs.

(v) PD services are of sufficient quality, intensity, and duration.

The Magnet School Advisory Board, including community stakeholders, have taken all the steps necessary to ensure that professional development services are of sufficient quality, intensity, and duration to lead to profound improvements at all three targeted schools. Since 2007, the group has studied creating the magnet school continuum, maintaining its theme with integrity, and developing win-win partnerships. In Oct. 2009, a representative from the International Baccalaureate Program hosted a day-long workshop at Richland Two's district office for faculty, staff, and administrators at the three targeted schools. They learned about the mission, aims, and goals of the program. They agreed that this program will assist with promoting diversity, increasing student academic achievement, increasing connections between students, parents, and teachers, and their school, community, and global environments, and will improve the capacity, including through professional development, to continue operating at a high performance level. Personnel from all three schools have conducted IB orientation meetings, visiting neighboring IB schools, and reviewed relevant research, among other

strategies. The schools have reviewed their school schedules and are adjusting to meet the IB program course requirements.

The **Category 1** workshops provide professional development and assistance in the implementation of a new IB program. This workshop has been scheduled for October 2010 where all administrators, teachers, and district office staff will attend. Six individual sessions including reflections will be conducted by IB representatives. These representatives will also be assigned to the three magnet schools to recommend a specific sequence of training workshops. The Category 1 workshop, as listed by the IB organization, includes these goals and objectives:

Goal 1: Provide an introduction of IB to educators new to the program. Objectives:

1. Participants will gain an understanding of the basic philosophy and curricular model of the program. These topics will be explained in depth: mission statement, learner profile, curriculum documents, and assessment in IB programs.

2. Participants will gain an understanding of program standards and practices. The standards and practices will be introduced and discussed appropriate to the participants' role.

3. Participants will gain an understanding of the appropriate program framework, fully discussing the elements of the PYP Framework, MYP Octagon, and DP Hexagon.

Goal 2: Prepare educators to successfully implement the IB program. Objectives:

1. Participants will gain an understanding of the authorization and implementation processes.

2. The following will be explained: timeline of the application process, professional development requirements, structure of the site visit, role of the consultant, and Applications A and B.

Category 2 workshops enhance understanding of the program and implementation of the standards and practices. These workshops are for candidate and authorized schools. The overall purpose of workshops in this category is to provide a forum for experienced IB educators,

focusing on program delivery. There is an emphasis on assessment, teaching and learning methodologies, and exploring best practice in the classroom.

Goal 1: Participants will make connections between the program framework and practice.

Objectives: 1. Participants will enhance their understanding of the role of assessment.

2. Participants will discuss and analyze standards and practices appropriate to their role.

Goal 2: Improve the quality of program delivery through differentiated strategies. Objectives:

1. Participants will engage in discussion and activities aimed at sharing pedagogical techniques such as best practice in the classroom, teaching and learning methodologies, finding, sharing, developing and using resources.

Category 3 workshops cover an extensive range of subjects/topics for teachers who have a clear understanding of the IB philosophy and the curriculum model. Category 3 workshops are for candidate and authorized schools. These workshops are available in major cities across the United States during the summer months when instructional time will not be interrupted.

Goal: Provide a forum for exploring educational ideas and areas of interest. Objectives:

1. Participants will engage in detailed discussion around topics such as learning theory, pedagogy, assessment, and other scholarly interests.

Goal: Provide opportunities for investigation into specific areas of expertise. Objectives:

1. Participants will engage in detailed discussion around topics such as subject-specific seminars, subject specific content, and administrative leadership.

The IB organization also offers a wide range of online professional development workshops for new and experienced coordinators, teachers and administrators in all of the proposed educational programs. Online workshops are available for all subject groups. The workshops take place in a protected virtual learning environment and range in length from two-week

introductory courses to eight-week courses for experienced educators. As noted in the budget narrative, line-item expenses have been included to support teachers' participation in the training workshops. These high quality workshops, hosted by IB representatives, are specific to each teacher's level of program as well as content area (such as DP courses). The IB Coordinator, IB representative, and school facilitators will provide all schools with a customized list of opportunities that are necessary for implementing the curriculum as well as enhancing professional development opportunities in year 2 and year 3. On-going professional development activities will continue long after grant funding has ceased.

School administrators, teachers, and other stakeholders will participate in ongoing technical assistance and support through various mechanisms: state-level professional development, online IB courses, site-based IB meetings and technical assistance, service on advisory councils, contracted professional development, model site visits, professional learning communities (study groups), the IB blog/web site, and personalized support as needed. The Magnet School Advisory Board understands that technical assistance and support is critical to implementing and sustaining the instructional reforms that are central to magnet schools. They are ready to provide the intense support that instructional reforms require. As noted in the attached letters of support, principals and teachers at targeted schools will participate in curriculum calibration and use the results to inform classroom-based, school-wide instructional reform. Each school will adopt vertical and horizontal alignment strategies across grade levels, subjects, and career clusters so that teachers can build support networks to help each other. This teaming opportunity will also advance rigor and academic consistency. Webcasts, webinars, and videocasts will be used to ensure that as many teachers as possible have access to the technical assistance and support. Technical assistance and support will also be provided from the South

Carolina Department of Education (see Appendix B). Their IB Programme Office has worked with schools interested in the IB Programme since 2005, and it strongly endorses the curricular reform essential to IB as a means of improving school quality and services to each student. The office also provides professional development on creating a sustainable culture of innovation. An IB representative will continue to support the innovative efforts of the IB Continuum.

(vii) The likelihood that the services will lead to improvements in achievement;

The International Baccalaureate (IB) Program has built a reputation for high quality, challenging programs of education that develop internationally minded young people who are well prepared to meet the demands of life in the 21st century. The IB's reputation rests upon the rigor and quality of its academic programs. The curriculum is challenging, its assessment is rigorous, and its teacher training is professionally rewarding. The IB process of school authorization and evaluation "raises the bar" when they are implemented in schools.

The IB curriculum is consistent with State content standards. It does not replace the curriculum; rather, it enhances it with highly rigorous lessons, classroom materials, and teacher tools, helping students not merely to meet standards but to exceed them. Further, students participating in IB tend to achieve the State's annual progress standards at much higher rates than do their peers in non-IB schools. In 2005, for example, nearly three-quarters of IB-authorized public elementary schools in the United States made adequate yearly progress, according to a review by *The Washington Post.* And among IB schools receiving Title I support (federal anti-poverty funding), more than two-thirds made AYP. In fact, a report released by the Thomas B. Fordham Institute (November 2007) found that the IB program and assessments are "rigorous, fair and intellectually richer than almost any state standard and exam for high school that we've seen." Based on numerous research reports, published research studies, and school

site visits, the likelihood that the IB program will lead to improvements in the achievement of students as measured against rigorous academic standards is high.

(ix) Services to be provided involve the collaboration of appropriate partners.

Research and documentation of successful magnet schools indicate that school administrators, school counselors, special educators, and other stakeholders should be involved in the planning process. To document support from key stakeholders, each school has included letters of support (see Appendix B) from various key stakeholders such as the parent groups (SIC, PTA, PTO), teachers, the principal, site coordinators, the Board of Trustees, the district superintendent, higher education partners, corporate sponsors, and other community members.

Teachers are the front line of any school reform and effort to raise student achievement, so teacher involvement at every stage is critical to success at each site. A team of faculty and staff members at each school met to examine the data about school performance and student achievement and to review literature and research studies to generate ideas and develop solutions that will address issues that interfere with student achievement. Each school's faculty and staff attended informational meetings while department chairs along with parents and community stakeholders became a part of the planning process to establish this IB Continuum.

Key faculty and staff at each school convened meetings with School Improvement Council (SIC) and/or PTO members, groups of students, and district level administrators to explore the IB program and its strategies for implementing at the three schools. The Magnet School Advisory Board members became instrumental in generating ideas and action steps that could facilitate the International Baccalaureate Continuum.

Administrators, including principals, assistant principals, media specialists, and academic coaches, have from the outset recognized the core value of adopting the dedicated rigorous

curricula of IB. Principals from the schools participated in planning and writing meetings, guiding the components needed at their respective sites. Appendix B contains letters of support for *all* principals. Each school principal will serve along with the school coordinator on the IB Continuum Advisory Council. Each principal also will have a core planning group, led by the school coordinator, which will determine and monitor the implementation at the school.

As letters of support from Parent-Teacher-Student Organizations and School Improvement Council show, parents have been integrally involved in adopting the IB program at each school. In addition to parents serving on design teams, we have kept parents and the community informed about plans and research through school events and electronic newsletters/flyers, electronic messages to parents, and faculty meetings. Each school has enlisted the assistance of their Parent/Teacher Organizations and School Improvement Councils (see Appendix B) throughout the planning process, and parents will continue to serve on the site-level advisory councils.

As the letters of support documents, our community stakeholders enthusiastically support the International Baccalaureate Continuum. From state and county governments to colleges and universities, our community partners understand the importance of this project for the schools' viability. Each school has included a letter of commitment from its major corporate partner.

Regular updates will be provided to the various stakeholders through each school's SIC, PTO meetings, school newsletters, and electronic broadcasting. Our diligent efforts will keep all stakeholders informed about the status of the project and provide an ongoing opportunity to be part of the decision-making process.

Project Narrative

Project Narrative-Selection Criteria-Quality of personnel (15 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Richland Two Personnel** Pages: **14** Uploaded File: **Richland Two Personnel.pdf**

(b.) Quality of personnel

(1) The Secretary determines the qualifications of the personnel.

According to the U.S. Department of Education, Office of Innovation and Improvement's *Creating Successful Magnet Schools Progr*ams (2004), research reveals that the most critical factor in determining the success of the program lies in "having teachers, administrators, and board members committed to the theme, bringing conviction, enthusiasm, and readiness to contribute" (p. 9). As described in the following subsections, Richland School District Two maintains an exceptionally well-qualified staff. The district's Board of Trustees is very supportive of the creation and implementation of magnet schools. These two factors lead to a smooth implementation of the International Baccalaureate Continuum.

(2) The Secretary determines the extent to which—

(i) The project director is qualified to manage the project;

Ms. Sara Wheeler, proposed project director, has 37 years of experience in education, with 24 of those being in Richland School District Two. Ms. Wheeler is certified in K-8, secondary social studies, and gifted education. As a former lead teacher, she worked with a team to create a new magnet program at one middle school. She has been instrumental in the development of magnet programs in Richland Two, both in teaching and administration. In 2004, she managed the district's first MSAP-funded grant entitled "ImPACT." She demonstrated fiscal responsibility and curricular leadership in the implementation of the project. Ms. Wheeler currently sits on the board of the Magnet Schools of America and represents Region 11. She is an active member of the MSA board. The district understands the importance of her position; thus, she attends all MSA meetings which are financed fully by Richland School District Two. Ms. Wheeler is a dynamic and resourceful leader who is fully knowledgeable with the MSAP

regulations. Her present success with directing magnet schools provides valid evidence of the future success of yet another MSAP project. Her full resume is included in Appendix A.

Richland School District Two's first MSAP-funded project was successful in meeting its desegregation goals and has documented high achievement with both minority and non-minority students. The project achieved its goals of reducing minority group isolation at the four targeted schools, of reducing the achievement gap, and of building the capacity to sustain the magnet schools once the Federal funding has ceased. Ms. Wheeler's guidance and leadership have produced remarkable results, and the district will continue to request her assistance in the implementation of the next phase of its master plan for magnet schools in Richland School District Two which is the **International Baccalaureate Continuum.**

The project director's job description includes the following personal skills: 1) exhibits exceptional written, oral communication, and management skills; 2) has prior administrative experience; 3) possesses strong curriculum, instruction, personnel evaluation, and organizational skills; 4) and demonstrates prior leadership ability in working with students, school faculty and administrative staff, parents, and the community. The full description of the project director's responsibilities is found in Appendix A. An organizational chart, included in Appendix A, shows the project director's position relative to the top administrative positions in Richland Two. The MSAP Director's position reports directly to the district's Chief Academic Officer who is accountable to the Superintendent. Also noted, the Chief Planning Officer who is responsible for conducting the student lottery is directly accountable to the superintendent.

ii. Other key personnel are qualified to manage the project;

Dr. Stephen Hefner, Superintendent of Richland Two since 1994, has earned many awards and honors, including being named Superintendent of the Year by the South Carolina

Association of School Administrators. Dr. Hefner is well recognized as a pioneer in the school choice movement in South Carolina. He orchestrated the choice district-wide initiative in 1993 as a proactive measure to manage escalating enrollments, to maximize the use of facilities, and to complement the student assignment plan. He was an ardent supporter of the previous MSAP grant project, recognizing its potential to eliminate minority group isolation across the district. The success of that project has led him to seek additional funding to address newly developing racial imbalances in Richland School District Two.

Richland School District Two has a well developed, systemic vision for the district. We recognize that magnet schools can, referencing R. A. Dentler's *The National evidence on magnet schools* (1991), "provide courses of study that barely existed before the magnet's establishment," "offer districts local demonstrations of quality that may then be emulated by regular schools," and, "contribute substantially to a district's attainment of full racial and ethnic equity" (p.13). Each person identified below has provided a vita which is included in Appendix A.

Sue Mellette, Chief Academic Officer in Richland School District Two, is the major link between the International Baccalaureate Continuum project director and the Superintendent. Her oversight will ensure that the project is administered within the district's academic policies and procedures. She has been directly involved in the discussions regarding the magnet theme and is passionate about the International Baccalaureate Continuum.

Fred McDaniel, Chief Planning Officer, maintains application and enrollment data for the magnet and school choice programs in the district. His office oversees student magnet and choice applications, collects data on the candidate pool, and oversees student selection procedures in accordance with all Federal guidelines. His office will provide enrollment data to be used in Federal reporting and project evaluation. Having attended meetings regarding the selection of a

magnet theme, Mr. McDaniel actively supports the International Baccalaureate Continuum.

Nancy Gregory, Executive Director of Curriculum, Instruction, and Professional Development, will oversee staff development and teacher training initiatives for the International Baccalaureate Continuum. She will ensure that magnet curricular activities are aligned with the district's overall goals for curriculum, instruction, and student achievement. Her oversight and assistance will be critical during the schools' infusion of the vertically aligned IB curriculum.

Jeff Potts is the Director of Accountability and Evaluation for Richland School District Two. In our data-driven district, his expertise in statistics and research design are invaluable. Mr. Potts has a Bachelor of Arts in Mathematics from Eastern Illinois University and is currently working on his doctoral degree in Research and Measurement at the University of South Carolina. From the outset, Mr. Potts provided student achievement data to support the discussion when determining those schools who would create the IB continuum. He recognizes the benefits of implementing the IB program at the three targeted schools.

Dr. Arlene Bakutes, holds a Bachelor of Science and a Master of Arts degree in Secondary Education. She received a Ph.D. in Curriculum & Instruction from Indiana State University. Dr. Bakutes, certified in grades 5-12, has fifteen years of teaching experience. She is directly responsible for coordinating grant-writing development, securing funds for district initiatives, and providing support for the completion of required reporting at the local, State, and Federal levels. Dr. Bakutes understands the high level of rigor and engagement which the program brings for the schools involved and will provide grant-related support for the project.

The Primary Years Programme (PYP) at Windsor Elementary School http://www.richland2.org/

In the spirit of a genuine educational continuum, the Primary Years Programme (PYP) will begin at Windsor Elementary School. Mr. Eric Jeffcoat assumed his principalship at

Windsor in 2006 after serving as assistant principal for two years and as an elementary teacher for nine years. Mr. Jeffcoat has a Master of Arts in Teaching and a Master of Science in Leadership in Education Administration from Capella University. He is currently working on his doctoral degree. Mr. Jeffcoat recognizes the value in transforming Windsor Elementary into a school-wide PYP school. The principal, faculty, and staff hold a common vision of creating, maintaining, and further refining the school's commitment to enabling students to become productive and responsible citizens by focusing on character development and community involvement. Mr. Jeffcoat is a global thinker. He embraces diversity and advancement in education. He has the long term goal to bring about a deep-seated, pervasive understanding of the IB program so that it is implemented with fidelity and recognized by all to be flourishing. Therefore, the mission of the school and the vision for the development of the program will be addressed at regular intervals during leadership meetings, PTO and School Improvement Council (SIC) meetings, and at strategic planning meetings.

The Middle Years Programme (6-8 grades) at E.L. Wright Middle School

Lori Marrero, principal at E. L. Wright Middle, holds a Bachelor of Arts Degree in English, an Interdisciplinary Master of Arts in English, and is currently pursuing a Ph.D. in Educational Administration. Mrs. Marrero has worked in Richland Two for 24 years. She began at Richland Northeast High where she taught English for ten years. She then spent four years as an administrator. Recognized for her superior curriculum knowledge, she was appointed Assistant Principal for Curriculum and Instruction. During her tenure, she was viewed as one of the most effective APs for transforming the curriculum to more aptly prepare high school students for the 21st Century. Her keen statistical skills coupled with clear communication skills led to an increased emphasis on data-driven instruction. This model has been expanded across

the district. As principal, she moved to Wright Middle in 2007. The parent groups recognized Mrs. Marrero's strong leadership skills and have welcomed her as a partner in their child's education. Because Mrs. Marrero has worked at Richland Northeast, the communication for the Middle Years Programme (gr. 6- 10, spanning middle and high school) will be greatly enhanced.

The MYP (9-10 grades) and the Diploma Programme (11-12 grades) at Richland Northeast High

Mr. Ralph Schmidt will oversee the International Baccalaureate Continuum at Richland Northeast High. Mr. Schmidt holds a Bachelor of Science in Health, Physical Education, and Recreation from Lander College and a Master of Education in Educational Administration from the University of South Carolina. Mr. Schmidt has been a principal at Richland Northeast for nine years. Prior to this principalship post, he served as principal at a middle school in the district. He remains true to his teaching certification area of physical education as an avid supporter of the school's basketball, football, softball, cross country, golf, and lacrosse teams.

Mr. Schmidt is highly respected by district office staff and his faculty alike. He has requested to be included in the magnet discussions because he understands that such projects will help to reduce minority isolation and increase academic rigor. He understands the challenge ahead in implementing the later stage of the Middle Years Programme as well as the Diploma Programme. Mr. Schmidt's wealth of experience, professionalism, and his persistently positive attitude will contribute to the success of the International Baccalaureate Continuum.

District Curriculum Coordinators

Richland Two maintains a cadre of highly qualified and motivated curriculum coordinators who are subject area and content specialists for English, math, science, and social studies. These professional educators all hold at least a master's degree, a valid SC teaching certificate in his/her content area, and at least five years of successful teaching experience. Their

involvement and commitment to the project will ensure quality instruction will include the appropriate rigor and challenge in the classroom. The coordinators will assist with providing sustainability for the project once the funding period has ceased. They will continue to support the program's goals and initiatives at each targeted school.

All teachers who are hired with MSAP funds will be *highly qualified*, properly certified, and will meet the highest standards of professional development. Richland Two is proud of the exceptional quality of its teaching staff. As reported on the Annual District Report Card, 68% held advanced degrees. The district does not have a high turnover rate: 87% of teachers returned from the previous year. The teacher attendance rate was 95%. Only 0.2% of positions were vacant for more than nine weeks. When a vacancy occurs, it is filled quickly due to the district's highly regarded reputation in the state as a supportive, innovative school district.

Other personnel required to manage the implementation of the IB Continuum include three school-based curriculum facilitators. The curriculum facilitators who will be obtained through MSAP funding have already completed an interview process at the individual schools. Based on faculty input, the principals recommended teachers to fill the facilitator positions. Principals recognize the importance of having a competent staff member to lead the school-wide IB Programme. The duties of the curriculum facilitator are specific and diverse, as noted in Appendix A.

The Primary Years Programme (PYP: Prek-5 grades) at Windsor Elementary School

Mrs. Della Johnson will serve as the curriculum facilitator of the PYP of the International Baccalaureate Continuum at Windsor Elementary School. Mrs. Johnson holds a Bachelor of Arts Degree in Early Childhood Education from the University of South Carolina and a Master of Education in Administration and Supervision from the University of Phoenix. She is currently

enrolled in the Doctoral Program for Leadership at the University of Phoenix. She has approximately 18 years of direct teaching experience in education. She began her career as a third grade teacher in Bishopville, SC. She has also taught pre-kindergarten, kindergarten, first grade, and has served as a substitute teacher at all grade levels. Mrs. Johnson remains current as a professional educator by actively participating in professional development training. She is also an active member of the National Association for the Education of Young Children (NAEYC), the Southern Early Childhood Association (SECA), and the South Carolina Association for the Education of Young Children (SCAEYC). She has presented at national, state, and local educational conferences on a variety of topics, including multicultural awareness, Math Their Way, and Activities Integrating Math and Science (AIMS). Mrs. Johnson is currently a first grade teacher at Windsor Elementary. She also serves as the Grade Level Leader. She is highly respected by other teachers and administrators alike. She routinely substitutes as the administrator-in-charge when the principal must leave the school campus. Mrs. Johnson's educational coursework and professional experiences have prepared her well to implement successfully and advance the PYP.

The Middle Years Programme (MYP: 6-8 grades) at E.L. Wright Middle School

Mrs. Malinda Taylor will serve as the curriculum facilitator at Wright Middle. Mrs. Taylor holds a Bachelor of Science in Elementary Education and a Master of Education from South Carolina State College. She also has a Master of Education Plus 30 hours and a Master of Educational Leadership degree from the University of South Carolina. Mrs. Taylor's experiences prepare her fully to implement and advance the International Baccalaureate Continuum. She was a classroom teacher for 10 years prior to coming to Richland Two. After teaching for 13 years in the district, she became a Curriculum Effectiveness Specialist where she monitored curriculum

development and alignment with state standards. The principal recognized Mrs. Taylor's natural leadership ability and within two years appointed her as Assistant Principal of Curriculum. Her awards include being selected as a Teacher-in-Residence at the South Carolina Center for Teacher for the Pro Team Program, Teacher of the Year for Wright Middle, Early Adolescent ELA National Board Certification, Milken National Award Recipient, a Japan Fulbright Scholar, and most recently as a Richland School District Two Culture Award Recipient. When discussion for the new International Baccalaureate Continuum was in the planning stages, Mrs. Taylor became the logical and fitting choice to further the initiative.

The Middle Years Programme (MYP: 9-10 grades) and The Diploma Programme (DP: 11-12 grades) at Richland Northeast High School

Mrs. Virginia Tate will serve as the curriculum facilitator at Richland Northeast. Mrs. Tate graduated Summa Cum Laude with a Bachelor of Arts in English from Columbia College. She also holds a Master of Education in Special Education with an emphasis in gifted education from the University of Missouri-Columbia. She is currently pursuing an Educational Specialist degree with an emphasis on technology. Mrs. Tate has gained useful skills that will advance her effectiveness while implementing the International Baccalaureate Continuum. In 2003, Mrs. Tate became a teacher at Richland Northeast High. Within the six year span of time, she has planned, written, and implemented instructional plans for the AP English Language and Composition course; served as an evaluator for student essays in magnet programs; led the Guidance Committee for the High Schools That Work which implemented the Advisor/Advisee Program; and supervised numerous additional initiatives at the school. Mrs. Tate is a teacher leader who is well respected by faculty, staff, and administration. She has the dedication and knowledge to oversee the MYP and the DP to complete the IB Continuum.

All curriculum facilitators are *highly qualified.* More importantly, they have a vested interest at their schools as they are currently holding an administrative or teaching position. Since they are already accepted by their faculty, they will be able to "hit the ground running" leading to a smooth implementation of this program.

Dr. Robert Johnson and Dr. Diane Monrad will provide the external evaluation for the project. These individuals served as evaluators for Richland School District Two's original MSAP-funded grant. As a result, they are exceedingly familiar with the evaluation and the reporting requirements for the Magnet Schools Assistance Program. They understand the goals of the Magnet Schools Assistance Program and remain committed to Richland School District Two in its effort to bring the International Baccalaureate Continuum to the district. Dr. Johnson and Dr. Monrad provide the leadership in the Office of Program Evaluation and the South Carolina Educational Policy Center in the College of Education at the University of South Carolina. They have developed and conducted formal evaluations of numerous educational initiatives across the state. Currently, they are participating in the South Carolina Department of Education's roundtable discussions for numerous reform efforts to increase academic achievement across South Carolina. Their stellar reputation for assisting school districts with data collection, analysis, and evaluation is well known. They routinely present at national conferences to share their results with other professional educators. Dr. Johnson and Dr. Monrad are committed to making a difference in the lives of children by searching for initiatives which will improve education. They recognize that these educational initiatives will benefit the community where they are members--working side-by-side with teachers, bus drivers, administrators, parents, and children.

The evaluators will have specific duties as it relates to the International Baccalaureate Continuum. All data-related objectives and activities will be coordinated with the project director. Highlights of their duties for this project include monitoring of the International Baccalaureate Continuum, developing appropriate measurement instruments, leading evaluation discussions with school and district staff, collecting and analyzing data; completing timely reports to the project director and/or school site staff; making recommendations for program modifications and improvements; and preparing the annual summative performance reports.

This project will also include a 215-day staff member to provide clerical support for the International Baccalaureate Continuum. This person will handle all office functions related to this project. Qualifications for this position include a secretarial, business, or technical related diploma/degree or three years of related experience verified in writing by the supervisor, knowledge of district purchasing, communications, and personnel functions, excellent account/mathematical and written/verbal skills, and excellent computer skills and other computer-related experiences. Most importantly, this person must have the ability to organize and complete a variety of tasks with minimum supervision.

iii. Teachers are qualified to implement the special curriculum of the magnet schools;

Richland Two assures that all teachers at Windsor Elementary, E. L. Wright Middle, and Richland Northeast High School will be appropriately certified, *highly qualified*, and properly trained to implement the International Baccalaureate Continuum. At present, 100% of faculty at all three target schools meet the state and federal guidelines for *highly qualified* teachers.

National Board Certification is the nation's highest teaching credential. Richland School District Two is the second-leading school district in the state in the number of National Board Certified Teachers, with more than 550 educators who have earned this distinction. Richland

Two has more national board certified teachers than 26 individual states and the District of Columbia. Richland Two also led South Carolina in 2000, 2003, 2004, 2006, and 2007 for having the most Nationally Board certified teachers. Currently, South Carolina ranks third among states in nationally board certified teachers. Only North Carolina and Florida have had more teachers successfully complete the certification process. Teachers have repeatedly commented on the rigorous process leading to becoming nationally board certified, but they also emphasize that it has been the most rewarding professional development experience of their career. Currently, the 3 targeted schools employ a total of 60 nationally board certified teachers.

Funding is requested for each target school to provide specialized IB training for its staff members in order to implement the IB Program with fidelity. In addition to having an outstanding staff at the three schools, all instructional personnel will be specifically trained to use effective instructional methodologies and to incorporate the IB theme into their instruction. Richland Two has already applied for a 2010 On-site Training Grant sponsored by the International Baccalaureate North America. This grant will provide on-site Category One training for prospective IB schools. These workshops make the adoption of multiple IB programs more economical, since reduced travel cost allows more people to receive this critical training. Just as importantly, the on-site training helps build local IB support networks that contribute to sustaining the quality of new IB programmes. This partnership will promote access to IB programs by reaching large numbers of students as well as by reaching traditionally underserved populations. This grant will provide Level One training at a 50% reduction in training fees. Because all faculty and administrators (260) at three schools who comprise the IB Continuum and district office staff will be trained, professional development costs will be greatly reduced.

iv. Personnel are selected for employment without discrimination.

As stated in the enclosed GEPA statement, Richland School District Two has specific policy, procedures, and training in place to ensure equal access and treatment for all students, staff, parents, community members, and others who are involved in the International Baccalaureate Continuum. As stated in our nondiscrimination policy, *Richland School District Two does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, or other protected characteristic in its programs and activities.*

Richland School District Two has designated the following individuals to handle inquiries regarding our non-discrimination policies:

- Title IX Coordinator (Sex Discrimination)- Traci Batchelder, Director of Classified Employment and Employee Services
- Title VI Coordinator (Racial Discrimination) -Michele Taylor-Brown, Human Resources Director of Teacher Quality
- Section 504/Title I Coordinator (Disability Discrimination) - Dr. Karen Lovett, Executive Director of Human Resources
- Title VII/ADEA Coordinator (Age or Other Discrimination)- Roosevelt Garrick, Chief Human Resources Officer

The district's focus on equal educational opportunity serves as a guide for the school board and the staff in making decisions related to school facilities, employment of personnel, selection of educational materials, equipment, curriculum and regulations affecting students. It is the policy of Richland School District Two to provide a working environment where employees are free from any form of discrimination or harassment related to one's race, color, sex, religion, national origin, age, disability, or other protected characteristic. Richland Two practices these nondiscrimination policies on a daily basis. Training on diversity is offered systematically to all

school personnel. This training covers a broad range of diversity issues and comprises a process with three main components: 1. Creating an awareness of self and others; 2. Increasing interpersonal, social/cultural, communicative and organizational skills; and 3. Enhancing the understanding of values, beliefs, world views, and the day-to-day realties of other cultures.

(3) Experience and training in fields related to objectives of the project.

As described previously, all key personnel have extensive experience in the various components necessary to effectively develop and implement a successful magnet school program in Richland School District Two. Essential experiences are described which will provide the project with high quality curriculum development, standards integration, vertical and horizontal alignment of curriculum, rigorous formative and summative assessment, and utilization of effective and innovative instructional strategies. These dedicated and motivated staff members will contribute their individual expertise to the collective strength of the International Baccalaureate Continuum. As project director, Ms. Wheeler's prior experience in the successful implementation of an MSAP grant is an invaluable resource while the Chief Academic Officer will be instrumental in assuring that all suggestions of the MSAP personnel are aligned with applicable Federal laws governing equitable access for students with special needs and with all applicable Federal civil rights legislation. Richland School District Two has an administrative team that is knowledgeable about and experienced in the realm of civil rights and equal access issues.

Richland Two's voluntary desegregation plan outlines the district's philosophy relative to the importance and the necessity of maintaining a diverse student body. Further, the staff reflects the racial and cultural mixture which mirrors the diversity of this community.

Project Narrative

Project Narrative-Selection Criteria-Quality of project design (25 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Richland Two Project Design** Pages: **31** Uploaded File: **Richland Two Project Design.pdf**

(c) Quality of project design. (25 points)

(1) The Secretary reviews each application to determine the quality of the design.

Richland School District Two (Richland Two) has selected three schools whose demographic enrollment indicate minority group isolation of African American students as compared with the district average. The schools, one at each instructional level, will create a vertically and horizontally aligned International Baccalaureate magnet program designed to attract more underrepresented students to their campuses and to close the achievement gaps among the various demographic sub-groups represented at these schools. Windsor Elementary (Windsor), E.L Wright Middle (Wright), and Richland Northeast High (RNHS) School all have African American populations in excess of the district average of 59%. Windsor reports a 66% African American population, Wright reports 68%, and Richland Northeast reports 68%.

These schools are in the same feeder pattern: students from Windsor transfer to Wright at the end of 5th grade, and students from Wright go to RNHS after 8th grade. The strength of the current MSAP proposal lies in its common magnet theme of integrating the highly effective International Baccalaureate (IB) Program into a local system that includes an inclusive K-12 feeder pattern. It is conceivable that a kindergarten student at Windsor next year could graduate from RNHS 12 years in the future having been challenged academically and involved socially through the Primary Years Programme (PYP), then the Middle Years Programme (MYP), followed by the Diploma Programme (DP). Such students will be better prepared for higher education or for the world of work, and they will be responsive citizens as a result of the rigor and community service requirements of the IB program.

A continuous K–12 international IB program is also key to meeting the needs of the many Richland Two students whose parents are stationed at Fort Jackson, the largest Army basic

training facility in the nation. These highly mobile students transfer into the district, or move from the district, at all points of the school year. An IB program of study provides the continuity and consistency that these students need in order to easily transition from one school to another across the country, or abroad. Also, the program will help RNHS determine the proper course placement for students who transfer into that school from an IB program elsewhere.

With the selection of an IB global studies theme for all three schools, a clearly articulated K-12 curriculum that is challenging, that provides meaningful opportunities for community engagement, and that is internationally recognized for its rigor will attract a diverse pool of candidates for the student selection process. A community survey has identified this theme as one that is appealing to parents, and as one for which they would consider transferring their children to another school in order to participate in such a program of study.

The Richland Two **IB Continuum Project** has unanimous support from the Board of Trustees and from the Superintendent who requested and received an endorsement from the Board to pursue MSAP funding. The Superintendent and the Board of Trustees understand that there are rigorous program standards and accountability measures in place that must be met by qualifying schools in order to become authorized IB World Schools. Support will be provided at the highest levels in the district to assure that these standards and measures are met (see Appendix B). The district's stated goal is to become a world-class school district. Richland Two has a commitment to create world-class instructional programs that provide unique, high-quality learning opportunities and experiences for students. The IB Programme, with its emphasis on global understanding, the arts, foreign language fluency, commitment to school and community service, and responsibility for preserving our natural resources and heritage, is the premier educational program to implement a world-class educational system in Richland Two. No other

magnet theme supports the goal of producing *world-class* schools and high-achieving and responsible students as well as the IB Programme.

The IB Continuum Project is seeking federal MSAP support to build a world-class magnet curriculum in a K-12 feeder pattern in southern Richland County, SC. With MSAP support, the district will implement the IB Programme in three schools, ultimately creating a seamless K-12 international education program. Students will be able to enter the IB magnet at any grade level and continue participation in this magnet sequence until high school graduation. The PYP will be offered at Windsor Elementary in grades K-5 while the MYP will be offered in grades 6 – 8 at Wright Middle and continue through grade 10 at RNHS. Students who meet the prerequisite math and language requirements at the end of their sophomore year will be eligible to continue in the IB Diploma Programme (DP) during their junior and senior years of high school. While teachers and guidance counselors will actively recruit qualified students for the IB DP, any student who is academically motivated may take IB level coursework and sit for IB exams in the junior and senior year, whether officially enrolled in the DP or not. Every student at RNHS will have the opportunity to participate in the challenging IB course testing whether they plan to complete all components of the IB DP or not. Students who opt not to enroll in the DP during their junior and senior years will participate in the global studies learning environment.

(2) The Secretary determines the extent each magnet school will—

Windsor Elementary School: 644 students enrolled with 73% Free/Reduced Lunch Rate

Af.-Am. 66%	White: 12%	Asian: 2%	Hispanic: 19%	Indian: 0%	Other: 1%

Windsor is a small racially isolated school serving 644 students in pre-k through fifth grade. Administration and faculty are dedicated to improving student academic achievement and to providing a safe and nurturing environment for learning. They have been included in the

planning for the present MSAP grant and understand the additional training they will be required to undergo, the revisions to their curricula, and the necessity to faithfully implement the Primary Years Programme (PYP) in order for their students to receive the full benefits of the PYP.

(i) Promoting desegregation at Windsor Elementary:

Currently, little interaction among different demographic groups at Windsor occurs because the school has very few underrepresented students, and only a small percentage of students who pay full price for their school lunches, an indicator of economic status. The IB Continuum Project is designed to attract more underrepresented and higher income students to this campus and thus provide the opportunities for all students to work, learn, and socialize together in an academic environment that is rigorous, tolerant, relevant, and meaningful.

To reduce minority group isolation of African American students at this proposed magnet school, students will be randomly assigned to classes and rosters will be examined before they are made public to ensure that there is racial/ethnic diversity in each individual classroom. In any instance where the random assignment fails to result in a classroom that is racially/ethnically diverse, students' class assignments will be adjusted

Classroom instructional groups will provide opportunities for students of different subgroups to interact in cooperative learning groups, on projects, in physical education teams, musical groups, clubs, and other school activities. Teachers will be instructed to be mindful of ensuring that student groups need to be assigned, and reassigned so that there are multiple opportunities for different demographic groups to work together, to socialize, and to share in classroom governance and chores. The PYP is not an exclusive program for select students. In keeping with IB's whole school non-exclusivity philosophy which is part of its program regulations, all students at Windsor will be included in its PYP. Instructional strategies such as

cooperative learning and group projects will ensure that students of all demographic groups will have opportunities for meaningful social and academic interaction.

Integrated Thematic Instruction (ITI), also known as Highly Effective Teaching, is similar to the transdisciplinary instructional themes required by the PYP. ITI has a similar collaboration requirement for promoting desegregation where students to work together to enhance achievement and build social skills. Both teaching and the learning models will promote desegregation in the classroom and school-wide. The ITI Program Standards, Life Skills, and Lifelong Guidelines are presented at www.thecenter4learning.com. All stress collaborative learning, personal and interpersonal integrity, and individual and group accountability.

Table 5 included in this proposal provides figures for reduction of minority group isolation of African Americans at Windsor and for its prospective feeder schools. Analysis of these data would indicate a potential pool of 2,305 students, representing 50% of feeder students who could conceivably opt to attend the PYP program at Windsor. The school is currently under-populated for its size and can accommodate 150 new students without overcrowding or compromising student safety. To plan for the orderly conversion of Windsor to an IB World School, during year 2 of the grant, 35new students will be selected by random lottery for enrollment. There will be no attempt to control the grade level of the initial group of students selected by the lottery for attendance at Windsor. For year 3 of the grant, an additional 35 students will be selected. It is expected Windsor's zoned student enrollment will increase. If space is available, additional new students will be selected. The goal is to provide a greater opportunity for parents to enroll their children in the PYP at the earliest grade level to maximize exposure to the IB curriculum without denying a student at any grade level an opportunity to participate in this challenging program.

(ii) **Improving student academic achievement at Windsor Elementary:**

Windsor is an Integrated Thematic Instruction (ITI) school, meaning that all teachers have received training and practice in this instructional model. As will be noted in the following narrative, the ITI Program Standards are remarkably similar to the IB Learner Profile, meaning that these two programs, one an instructional model and the other a student-learning model will support and reinforce both teaching *and* learning at Windsor Elementary.

Windsor's instructional focus is upon the South Carolina curriculum standards delivered through a school-wide emphasis on integrated thematic instruction. Teachers have all received Level I (enriching the learning environment) and Level II (writing curriculum) training in the ITI methodology and work in grade-level teams to integrate instruction across disciplines and to concentrate on major concepts and themes. ITI is a brain-compatible instructional model grounded in the biology of effective instructional strategies, and the development of a conceptual rather than a fact-based curriculum. The ITI strategy blends seamlessly with the IB Learner Profile which outlines the goals for IB learners, thus there are already structures in place that permit the smooth transition into the Primary Years Programme.

The PYP will be easily implemented at Windsor as the faculty has already integrated many of the strategies and practices consistent with PYP into their regular classroom instruction. The teaching and learning in the PYP are predominantly in the context of trans- disciplinary themes and through the pedagogy of inquiry that promotes the construction of meaning by students while the ITI model proposes teaching content through big ideas and concepts.

iii. Implementing high quality activities for students at Windsor Elementary:

Windsor currently offers Spanish instruction at all grade levels in a once-weekly enrichment class. This instruction will improve with lessons adapted to model total-physical-

response (TPR) strategies where students learn the language through their five senses. Songs, movement, oral expression, games, and dance will introduce the language in a motivating and non-threatening manner that is developmentally appropriate for young learners. At the higher grades, language learning will be supplemented by a software-based Spanish language program that will transition to reading and writing in the language while still incorporating TPR strategies to maintain interest and build the mental structures to develop linguistic fluency. A variety of print and media resources will be used to introduce and reinforce the "5 C's" of foreign language learning: Culture, Communication, Comparisons, Communities, and Connections.

Windsor has many programs and projects in place that will be supplemented and enhanced by the IB Continuum Project. The computing initiative includes laptops for student use in grades 2-5. Students use these small laptops primarily for writing instruction, completing assignments, internet access for research topics, and for instructional math and science activities. Plans for future use include corresponding with students abroad through an international electronic pen pal program. Communicating with students from other countries and learning about the lives of children abroad will be a fine introduction to global studies for young students.

The emphasis on technology will include not only increased accessibility to computers, but also communicating with students from other countries to provide students with first-hand knowledge about the lives and cultures of children across the globe. The school's updated newsroom will feature a broadcast studio for news reports and possess the capability for classes to share, via technology, what they have learned about other children across the globe. These areas will be available for after school use also. More than 100 students receive after-school tutoring on Tues., Wed., and Thurs. at no cost. "Windsor Winners" meets on Monday-Friday

afternoons. This program is designed to strengthen the academic and social skills of at-risk students and to improve their academic performance.

The arts at Windsor will be exploratory. Instruction in the arts disciplines will incorporate national standards for the arts as well as the SC Standards for Visual and Performing Arts. The goal is to provide students with the artistic thinking skills, problem-solving skills, techniques, and motivation to prepare them for the more comprehensive moderated arts projects that are a required element of the MYP. In addition to weekly instruction in music, drama, and art, students will have multiple outlets for the arts through clubs, classroom projects that integrate the arts into the core content disciplines, and through performances and demonstrations.

MSAP funding is requested for professional development for teachers that provides them the knowledge and skills to competently and correctly implement the PYP. Staff training will be essential for moving from instruction in the core content areas to incorporating the 6 trans-disciplinary themes as the foundation for all other learning. The 6 themes of global significance create a transdisciplinary framework that allows students to "step up" beyond the confines of learning within subject areas.

1. Who we are
2. Where we are in place and time
3. How we express ourselves
4. How the world works
5. How we organize ourselves
6. Sharing the planet

At a minimum, teachers will receive 45 hours annually of PYP specific training to assure that they will understand the philosophical basis for the program, can successfully implement PYP strategies in their instruction, and that they can provide the proper introduction which serves as the foundation for the entire IB continuum.

(iii) **Encouraging greater parental decision-making and involvement <u>at Windsor</u>:**

Windsor Elementary lost many of its most involved parents when the school was rezoned three years ago. To address this critical issue, the school identified "increased parental involvement" as one of its annual Goals Based Evaluation (GBE) goals and has initiated many activities to bring parents and the community back into the school. This school has an active School Improvement Council (SIC) with representation from the community, parents, and teachers, and a Parent Teacher Organization (PTO). These three parental groups have agreed to work closely with the school administration to advise current membership of the benefits of implementing the IB Primary Years Programme. These parents and community members are the link in developing grass-roots support for the project. Letters of support from these two organizations are included in Appendix B. Among the many activities that Windsor has initiated recently to promote parental decision making and involvement:

- Windsor Wildcat Weenie "Woast": held at the beginning of each school year to introduce parents to the school, the teachers, and the administration and staff.
- OnCourse: online lesson planner for teachers that includes a teacher web page which displays the daily homework assignment which can be accessed by parents.
- Curriculum nights: where parents can visit and learn about the math, science, social studies, and/or reading curriculum and receive tips for helping their children at home.
- Holidays Around the World: a school-wide program to celebrate international diversity where *every* child has a part either in international song, dance, drama or game.
- Festival of Flowers: a school-wide program in April held for parents each year to celebrate spring where each child has a part in songs, dance, or drama and games.

Parent involvement and decision-making will become even more important at Windsor as the school transitions to the PYP. To advance parents' understanding and support of the program,

the school plans to involve them in many of the artistic and academic events that will occur. New initiatives for the magnet to address the goal of carrying out a high quality educational program that will encourage greater parental decision-making and involvement include:

- Administering a survey to find out what skills or talents parents and other community members are willing to share with the school;
- Parents will serve on the school's Advisory Board where major decisions will be made regarding the progress of the PYP information program.
- Starting an "International Night" program where students will showcase their foreign language skills through song, dance, visual and cultural arts.
- Arranging opportunities for parents to participate in the arts along with their children in school-sponsored performances and events.
- Asking parents to coordinate the PYP exhibition which is the culminating activity of the PYP Programme at the end of grade 5.

E.L. Wright Middle School: 1,024 students enrolled (282-LAW) with 41% F/R Lunch Rate

Af. Am: 68%	White:21%	Hispanic: 8%	Asian: 2%	Indian: 0%	Other: 1%

E.L. Wright, although it has a school-within-a-school magnet program of 282 students, is the sole target for the MSAP-funded Middle Years Programme (MYP). The attached tables include Leadership at Wright (LAW) magnet students, but these students are physically isolated and are not integrated into the Wright student body. Typically, there are no common core classes between E.L. Wright students and the LAW students--who remain a separate entity. As of October 1, 2009, there were 1,024 students enrolled. Wright will be the *only* middle school in the district offering the IB MYP. The LAW Core Knowledge magnet program housed on that campus will not be included within this proposal because it is its own separate program.

(i.) Promoting desegregation at E.L. Wright

E. L. Wright serves the southern part of the district and surrounding neighborhoods and has a total enrollment of 1,024 students. African American students comprise 68% of the student population, while White students represent 21%, Hispanic students represent 8%, Asian students represent 2% and 1% are classified as Other. Growing African American student enrollment and projected increases will make the school's African American students highly isolated in the absence of an intervention. Of the 1,024 students, 41% receive free or reduced lunch. The school's MYP will be implemented school-wide in accordance with IB World Schools standards. As stated previously, the LAW Magnet will not be included in this proposal. The focus will be a community of learners where students work together and collaborate in their learning. Collaborative learning groups will form and re-form based on student interests, learning styles, and content standards being addressed. These groups will be representative of the racial and ethnic makeup of the classroom and will not result in minority or majority group isolation. Teachers will be charged with the responsibility to prevent single race or single gender groups, or ethnically isolated groups. The school has developed a diversity plan to help teachers and their students to understand their own culture and the culture of others. Diversity coaches plan and organize participatory activities for faculty each month to better prepare them to meet the needs of the racially and economically diverse groups of students in their classes. The emphasis is on intercultural understanding, tolerance, celebration of differences, and other related topics.

The MYP will attract students to Wright from all across the district, not just the students who live in this school's attendance zone. Parents who responded to the magnet school survey perceived the MYP to be a challenging curriculum of an internationally recognized program. A number of parents, most of whom were Asian or White, indicated a desire for their children to

participate in the IB MYP. As noted in Table 3, Wright will accept 40 new magnet students in its yr. 1 and 42 students in yr 2 of implementation. While there will be no racial quotas, it is anticipated that approximately 62 (75%) of the new students, selected through the district randomized lottery, will be from underrepresented ethnic groups. Each year following, Wright will recruit new 6th graders for its MYP and will accept new applicants for grades 7 and 8. At full implementation in the fall of 2013, and thereafter, there will be additional new magnet students accepted at Wright, in addition to the students who are zoned to attend that school. It is projected that the total number of students at the school will grow to 1,225 students, at capacity, resulting in a successful reduction of minority group isolation for African American students.

The fact that there is another magnet program at this site is a positive indicator that parents are willing to transport their children to Wright Middle School to attend a program that is perceived to have academic merit. The location is central to other middle schools in the district and does not place a great burden on parents. There are other positive indicators that the MYP at Wright will attract students that will increase diversity at the school:

- Parents who have a child enrolled at the LAW Program and have other children who do not qualify for the competitive program may want all their children in one school. The MYP will be attractive to parents who transport their children to this campus for the LAW Program;
- There are always more applicants than available slots for the LAW program. In March 2010, 298 student applications were received, and only 112 were accepted. Parents will see the MYP as a viable alternative to the LAW magnet that only selects high academic achievers.
- Approximately 18% of the district's students are enrolled in the gifted and talented program. Parents of GT students will want their children to be prepared for Richland Northeast's

Diploma Programme (DP). Completing the entire MYP sequence at the middle and high schools will be seen as the best preparation for the rigor and intensity of the high school DP.

- Parents and students who aspire to enrolling in the high school DP will opt to apply for the MYP at the middle school to insure acceptance into the MYP/DP at Richland Northeast.
- Because the MYP is a grade 6-10 continuum, Wright will become the school of choice for parents who want their children to have access to the strong global studies and IB continuum at Richland Northeast High School.

Classes and student activities at Wright are representative of the school as a whole. There are no classrooms where the ratio of minority to non-minority or of F/R meals to full pay meals is greatly different from that of the ratio of the grade level as a whole. This careful balancing of enrollment in classes will continue as club sponsors and leaders of other student activities will recruit membership from the total student body and ensure that all groups have the option to participate in all school extracurricular as well as academic activities. Developmentally, these students are establishing peer relationships and developing a personal identity. Teachers understand adolescent development and receive training annually on meeting the academic *and* social/emotional needs of their students. The Mock Trial team, the STEP club, and Wright Care are examples of school groups where all demographic groups are encouraged to participate.

Individual teachers, through monthly school-based diversity training, are reminded of the importance of providing both instructional and social opportunities for students from varying backgrounds to interact with each other. Cooperative learning groups, student teams for class projects, and lab partners are assigned with this principle in mind. Students from all groups are encouraged to run for student government positions, to participate in musical, dramatic, and debate activities, and to present their artwork for public display.

Particular school activities, such as Advancement Via Individual Determination (AVID), encourage low-income students to develop high educational goals and aspirations, and to enroll in highly demanding courses. AVID is seen as a means of preparing students for highly demanding coursework, but it can also be viewed as a method of fostering interaction between groups of students who may not have considered higher education as a personal option and students for whom college attendance is a given. Students are given the personal, organizational, and academic skills to compete with students whose backgrounds have always included high educational and professional aspirations.

(ii) Improving the academic achievement for all students <u>at E.L. Wright</u>

The school's objectives developed by the School Improvement Council with assistance and input from staff mirror the goals of the IB MYP. The goals stress not only competence in the core academic subjects, but also the ability to think and to apply knowledge:

- Demonstrate the ability to think critically and creatively and to solve problems using basic skills, technology, and knowledge that they have acquired.
- Increase their skills in mathematics, language arts, science, social studies, and related arts.
- Develop characteristics of life-long learners by being able to research, apply, analyze, evaluate, and synthesize information.
- Show knowledge of cultural diversity by participating in multicultural activities of various artistic media.
- Use technological resources to retrieve, interpret, organize, and present information.
- Demonstrate respect, responsibility, and integrity through a variety of alternative, preventive, and community programs.

- Show appreciation for learning by voluntary participation in extracurricular activities through the school and the community.

Increasing academic achievement is a major focus at Wright. Student achievement data are analyzed by the Assistant Principal for Curriculum and the Curriculum Effectiveness Specialist. This information is then used as the framework to develop teaching strategies that stimulate academic growth. Teachers work to ensure that the core curriculum is aligned with the district model as guided by South Carolina state standards for each content area. Teachers work by grade levels and by content areas to vertically and horizontally align curriculum. Academic programs are structured so that all students experience hands-on instruction with an emphasis on research, application, and higher order thinking skills. Initiatives such as Reading Rampage, Writing to Learn, and Content Reading Focus are used to improve reading/writing strategies in all curricular areas. Recognizing the impact of technology in the lives of students, teachers use blogs, tweets, wikis, podcasts, and vodcasts as strategies to integrate technology into classroom instruction.

Teachers at Wright have been trained in the Learning Centered Schools model to improve quality classroom instruction. This research based program has eighteen fundamental principles of successful, high quality learning. It is the systematic and conscious application of these principles that enables teachers to create classrooms that are truly learning centered.

The faculty will continue to update and expand its use of authentic assessments. In accordance with the IB beliefs about assessments, the district and the school support and encourage student learning by providing feedback on the learning process to inform and enhance the teaching process, and to promote positive student attitudes towards learning. In addition, teachers have participated in staff development to help them create and administer assessments

that promote the development of higher-order cognitive skills by providing final objectives that address these skills. Lessons are designed to promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts. As a school, Wright will continue to provide professional development on authentic assessment, develop a bank of shared authentic assessments in each content area, and require teachers to offer choice options on assessments. The school has made a concerted effort, through staff development and the acquisition of Smart Boards and other media, to integrate 21st Century Learning Skills into the curriculum. Teachers are beginning to build instructional podcasts to help students master academic concepts and are building a library of these mini-lessons and tutorials.

(iii) Implementing high quality activities at E.L. Wright:

Teachers will work collaboratively to develop high quality activities that have a global focus. Some of the activities will include, but will not be limited to the following:

- An International Week
- International Related Field Bazaar
- A World Cultures Assembly
- Festival of the Flags
- Content/Grade Level Teacher Teams Representing Various Cultures
- Interdisciplinary Units Relating Content Materials to Cultures

The implementation of the MYP at Wright will complement and extend many of the initiatives already in place to assist students. AVID not only increases collaboration among groups but helps motivated students reach their academic potential and achieve the goal of being academically prepared for success in college through a structured program that supports the regular curriculum through an emphasis on Writing, College and Careers, Strategies for Success, and Inquiry and Collaboration. For one period each day, students who have the desire to be academically challenged by rigorous honors classes, who want to attend a four-year college, and

who have good attendance and discipline records attend an AVID class where they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. AVID students participate in tutorials that include collaborative study groups, writing groups, Socratic seminars, and inquiry and collaborations.

The school actively participates in the Mock Trial program, a hands-on exercise in learning about due process. Mock Trial is a team activity program that incorporates law, forensics and public speaking. Students representing attorneys and witnesses for both sides of a fictional case role play that case being tried in court. The students are guided in their case through support of their teacher and attorney coaches. The program teaches the legal process and trial procedure. The mock trial program increases basic skills such as listening, speaking, writing, reading and problem analysis. Through engaging in trial simulations in competition with teams from other institutions, students develop critical thinking and public speaking skills, as well as knowledge of legal practices and procedures.

Wright Care is an extended day program designed to encourage the academic, social and physical development of the student. The schedule provides time for homework assistance, computer use, reading, athletic activities and school sponsored clubs along with a break for nutritious snacks. The school also offers academic assistance for those students experiencing difficulty in Pre-Algebra. Students are provided with test preparation skills.

Social and artistic needs are addressed through the Gang Resistance Education and Training (GREAT), targeted to 6th and 7th grade boys which provides students with the skills they need to avoid gang pressure and youth violence. This program encourages positive relationships among the community, parents, schools and law enforcement.

The school will become a Model United Nations site as it transitions to IB World School status. With assistance from the students and Model UN student coaches at Richland Northeast High, and teacher volunteers from their own school, students at Wright will have first-hand opportunities to debate international issues, mobilize international cooperation, and explore global issues. In Model UN, students step into the shoes of ambassadors from UN member states to debate current issues on the organization's agenda. Students make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the conference rules of procedure - all in the interest of mobilizing "international cooperation" to resolve problems that affect countries all over the world.

MYP students at Wright will complete a *personal project* at the conclusion of grade 10 when they are enrolled at Richland Northeast High. Wright will provide early opportunities for students to conduct original research and to examine big issues and ideas so that they are prepared for the p*ersonal project* when they reach the IB program at Richland Northeast. As the middle school teachers will rewrite their curricula to include the IB frameworks, each planning group will develop student assignments that emphasize research skills, writing skills, open-ended questions, and historical, mathematical, and scientific, as well as literary thinking skills in order to prepare students for this culminating activity of the MYP.

(iv) Encouraging greater parental decisionmaking and involvement <u>at Wright</u>:

Strong parent support is evident, and there are future plans to increase parent support:

- The School Improvement Council, which serves as an advisory board to the Administration.
- The Parent Teacher Organization, a high energy and involved organization which helps to benefit the school through sponsoring teacher grants, recruiting volunteers, and offering a forum to parents to communicate to the school.

- The Fort Jackson Military Families Liaison (letter of support in appendices) serves as a liaison and resource between the dependent children of military personnel stationed at Fort Jackson, their parents, and area schools. This position will become even more important as the project is implemented at the three schools closest in proximity to the Army base.
- The parent volunteer program involves more than 100 parents, offering help in the office and media center, tutoring, and assisting teachers. Volunteer hours total more than 7,000.
- The Wright Career Exploration Program provides opportunities for exploring a variety of careers. Shadowing experiences give students opportunities to actually go to work places for on site observation and, in some cases, participation. Additional career insights and opportunities for children to interact with adults are provided through service learning.

Wright has a conscientious and hardworking group of parents. The school staff is convinced that parental input and involvement is crucial to the success of the students. Parents assist with school registration that is held in August of each school year. They share information about chorus, orchestra, band departments, and they will encourage parents to become involved in their child's education by joining PTO and becoming volunteers through these opportunities:

- At the beginning of each year the school sponsors an Open House for families of students.
- During Report Card Night, parents pick up their child's report card and talk with teachers in an informal atmosphere. Parents will make suggestions for improving teaching and learning.
- Parents will have key roles in hosting the Book Fair that is held every year during the fall.
- Parents will plan and organize Family Science Night where students lead experiments in labs.
- Parent volunteers will work with staff to organize student celebrations.
- Parents, as major stakeholders, will be included/actively participate in all strategic planning.

In addition to these programs that are already well-established, the school plans to increase the number and the frequency of programs that will bring parents and the community into the school. As the MYP is established at Wright, innovative activities will allow students to demonstrate their new skills and knowledge and will inform the parents and the public about the nature of the MYP and the academic and community service demands that it requires of students. Students will share projects about world cultures during a special open house. They will participate in additional community service.

Richland Northeast High School: 1,439 students enrolled with 40% F/R Lunch Rate

Af.Am: 68%	White: 21%	Hispanic: 8%	Asian: 2%	Indian: 0%	Other; 1%

Richland Northeast High (RNHS) serves grades 9-12. As is indicated by current thinking, the education of the whole student is key in 21st century learning. The IB Program, with its emphasis on the global learning perspective, high academic standards, and a comprehensive study of the major bodies of knowledge, fully addresses high-level academic content in a manner that produces reflective thinkers and involved citizens. The program of studies currently in place at RNHS will be richly enhanced by the ideas, values, and initiatives driven by IB. MSAP funds are requested to establish a global studies environment across the curriculum at all grade levels, to create a school-wide IB Middle Years Program for grades 9-10, and to implement the IB Diploma Programme for grades 11-12. The IB Continuum represents a school-wide reform serving every student rather than a magnet program serving only a limited number of students.

(i) Promoting desegregation-increasing interaction at Richland Northeast High School:

The plan for implementing the IB Continuum Project provides multiple examples of how desegregation will be achieved through grant activities:

- Offering school-wide events to promote awareness of the Global society.

- Promoting community service and involvement by hosting events included in Helping Other People Everywhere (HOPE) 365, a year-long service initiative.
- Emphasizing the importance of the arts, visual, performing, and film, for all students.
- Creating a global connection for all students through the use of technology.

RNHS is expected to attract approximately 69 new students in yr. 1 of implementation per year from neighboring public and private high schools. Yr. 2 will include 76 new students. Eleventh graders can matriculate directly into the DP if they have the required math and foreign language courses and they are more likely than 9th and 10th graders to have personal transportation. The majority of the magnet school students at Richland Northeast will come from the 8th grade at Wright. Beginning in the 2012-2013 school year, RNHS should receive 50 students from Wright who would otherwise attend other schools in the district. By the end of the funding period, 145 magnet students, 80% of whom are from underrepresented groups, are expected to matriculate into RNHS annually. This influx of students from other high schools will gradually decrease minority group isolation of African American students at RNHS without adversely affecting ethnic/racial diversity at the other four high schools in the district.

Students of all racial, ethnic, social, economic, and language groups participate in classroom activities, athletics, the arts, student government, and the various clubs and social groups on campus. The IB Continuum will create more opportunities for students in all demographic subgroups to participate in service learning opportunities, rigorous and challenging coursework, the arts, and career preparation activities than had been available in the past.

The International Baccalaureate curriculum at the ninth and tenth grade levels is designed to prepare students for the highly challenging 11th and 12th grade IB Diplomma Programme (DP). Some students will not choose to pursue the DP; however, the MYP is also effective in

preparing students for other rigorous academic programs and courses (AP) at grades 11 and 12.

By ensuring that all students at RNHS participate in the MYP at grades 9 and 10, the school will be providing the impetus and motivation for more students to participate in Advanced Placement and DP courses during their last two years of secondary school, thus providing more opportunities for students of differing backgrounds to work and learn together. Such students are more likely to pursue higher education and aim for professional career fields. In addition to fostering interaction among different groups of students, the IB Programme will provide opportunities for personal, academic, and career enhancement, and develop positive relationships among students from all ethnic, racial and economic groups.

(ii) Improving the academic achievement of all students at <u>RNHS:</u>

The rewriting of curriculum to include the IB framework, the inclusion of the IB Learner Profile in all courses, and the extensive IB training will lead to more rigorous and inter-disciplinary studies at the high school level. Even those students at the 11th and 12th grade level who do not participate in the DP will be challenged by the teaching strategies and the integrated curriculum that will result from the new transdisciplinary emphasis. The creation of a more coherent series of courses, linked by the essential ideas of who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet will make learning more meaningful and relevant to students. This thinking process will lead students to make connections between ideas, to think both critically and creatively, and to employ the proper research strategies to express their thoughts and ideas. Learning will become personally meaningful and academic achievement will improve.

<u>Grade Nine and Ten-MYP:</u>

RNHS will require every MYP student to complete a *personal project* at the end of their MYP experience which ends with the completion of grade 10. The *personal project* provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in approaches to learning. This project represents the culmination of the student's involvement with the MYP and the areas of interaction. RNHS will, in keeping with IB regulations, organize the completion and supervision of the personal project for **all MYP students**. The MYP certificate represents global achievement within an MYP curriculum framework, and takes into account academic as well as non-academic aspects such as an understanding of the core dimensions of the program through the required personal project and creativity action service activities. The MYP curriculum framework will require teachers to revisit their own curriculum and practices and to work as teams to develop their own progression of learning, enriched with the fundamental IB principles. By the end of the grant period, RNHS teachers will have rewritten their curriculum and lesson plans to reflect the best practices, including instructional strategies, student assessment techniques, and expectations for student performance, in accordance with IB's basic principles.

Ninth and 10th grade students who do not meet the language requirement for the program or who do not complete a personal project will not be awarded the MYP Certificate at the end of grade 10. Students who do not receive the MYP certificate will still be permitted to enroll in DP courses and to take individual IB examinations in their last two years of high school. They may enroll in the DP if they document qualifying pre-requisite course work in mathematics and foreign language.

Grade 11 and 12-Diploma Programme (DP)

In accordance with IB standards of coursework, IB Diploma candidates will be required

to engage in the study of six subject areas including, Language A (native language), Language B (a second language), Sciences, Mathematics, and Humanities in the final two years. It is a deliberate compromise between the preference for specialization in some countries and the emphasis on breadth often preferred in others. The intent is that students should learn how to learn, how to analyze, how to reach considered conclusions about people, their languages and literature, their ways in society, and the scientific forces of the environment. Diploma candidates must select three of these subjects to be studied at the Higher level and three subjects to be studied at the Subsidiary level (or a maximum of 4 at the Higher level and two at the Subsidiary level). By arranging the work in this fashion, students are able to study some subjects in-depth (HL), i.e., extensively over a two year period before sitting for examinations, and some in breadth (SL), exploring a range of topics within a subject. Specific regulations governing each subject are found in the *General Guide to the International Baccalaureate* and will be communicated to parents and students.

In addition to the 6 subjects selected, students must also take a Theory of Knowledge course that is the key element in the educational philosophy of the IB. Its purpose is to stimulate critical reflection upon the knowledge and experiences acquired both inside and outside the classroom, to evaluate the bases of knowledge and experience, and to develop a personal mode of thought based on critical examination of evidence and argument. Unlike the other subjects, Theory of Knowledge is not assessed by external examination, but rather by the course teacher whose grades are subject to external moderation.

DP students must meet two additional requirements: they must research and write an Extended Essay in any subject within the IB curriculum, and must participate in the school's CAS (Creativity, Action, Service) program. The Extended Essay is an original and independent

piece of research and writing by the student, under direct supervision of a qualified teacher of the school. The creativity action service (CAS) requirement is met by participating in planned and supervised extracurricular activities related to the local and global communities which will encourage the appreciation of attitudes and values other than one's own. Participation will also enable the student to communicate readily on both a philosophical and practical level. An external CAS consultant will be instrumental in identifying and/or recruiting community members and organizations who will provide meaningful opportunities for IB students to serve others. DP students will utilize technology and create world-wide learning connections through the use of technology in the classroom. DP will acquire sets of netbooks for research and global communication. The netbooks will also be used to write the extended essay. Students who do not satisfy the requirements of the DP will be awarded a certificate for the examinations completed.

Global Studies Environment:

Students in grade 11 and 12 who are not enrolled in DP will participate in the school's Global Studies environment and may take IB examinations in any subject if they complete the application to test before the deadline each fall. These students will be awarded a certificate for any of the examinations completed. These global studies students will be taking high school courses taught by IB-trained teachers who have rewritten lesson plans and revised their courses to include all the principles of the IB Programme. Whether students are officially enrolled in the DP or not, they will be receiving the many benefits which this course of study offers.

Global studies students may participate in the many community service opportunities that are available for DP students, they may engage in the arts courses and activities that are being developed for the IB Continuum Project, and they may use the International Information Center. No student at RNHS will be barred from participating in any grant-funded activity. Students will

decide at the end of grade 10 whether to enroll in the DP or not. Any student meeting the language and math prerequisites who desires to enroll in the DP will be accepted without regard to race, ethnicity, socio-economic status, or prior academic achievement.

(iii) Implementing high quality activities <u>at RNHS:</u>

The emphasis, at all grade levels at RNHs, will be to strengthen the curriculum and create high expectations for student achievement. To reach that goal, *all students* at grades 9 and 10 will be considered magnet students in the IB MYP. Those who complete requirements for the independent study project successfully will be eligible for a MYP certificate. Those who complete the math and languages prerequisites will be encouraged to enter the DP at grade 11. MYP will be school-wide in grades 9 and 10, with all students having the opportunity to earn an MYP certificate through completion of an independent study project. Through MYP, the school will increase the number of students prepared to enter the DP and/or AP courses. DP students will continue in this challenging course of study based on the completion of qualifying course work. MSAP funds will support the establishment of an International Information Center. The Arts curriculum and the Local Greatest Generation Project will be expanded. The Model United Nations program will be expanded and new programs created at Wright and Windsor.

<u>International Information Center:</u> With the establishment of the International Information Center, students will have an opportunity to explore many different facets of other cultures from around the world. Students will be able to check out ipods for global projects. In addition to using the ipods for activities and projects, students can experience and enjoy music from around the world. Having this component will give students another way to explore other parts of the world, as they study, research, and learn about people and their cultures.

<u>The Arts:</u> The IB's emphasis upon the arts will fit well at RNHS. Plans to provide students with

the art skills that will enhance their lives and their performance both in school and in the larger world of work and leisure include the use of guest artists to enhance instruction in numerous areas including Encaustic and Copper Etching, Film Making, and 3-D Art, the study and practice of international art techniques, film studies emphasizing a global perspective, film making, community partnerships with local museums such as the Columbia Museum of Art, and creation of a permanent collection of artwork by international artists.

Visual Arts: The goal of the Visual Arts IB program is to expand the established interdisciplinary focus on cultures around the world, human rights and international current events. By creating an internationally based visual language in art classrooms, learners will become culturally aware and knowledgeable. Art teachers will pose inquiry based questions to students, equipping them with the skills to learn how to acquire knowledge and understanding, individually or collaboratively, and to apply skills and knowledge across a broad range of fields.

Through the 3 year grant cycle RNHS will expand its existing human rights projects to include more non-western experiences for students such as, copper etching, encaustic mixed media, raku, and film studies. Implementing copper etching techniques will encourage diversity in teaching methods, stimulate inquiry, and promote cultural awareness. This art-making technique allows students to explore international cultures and practices through the investigation of body ornamentation, printmaking processes, mixed media artwork, and photography. Interdisciplinary projects using original photographs will be based on virtual international field study and community issues of global poverty, education for all, peace and conflict, global infectious diseases, and the digital divide

Expanding the current film studies, digital imaging, and art history programs will serve the goals of the IB Diploma track by focusing on teaching how to learn and expanding global

cultural awareness. Students will identify the symbolic, metaphorical and concrete ideas found in films, art works and literature from around the world and to learn to talk, write about and develop original products using these ideas. International film is currently especially strong in Turkey, Iran, Argentina, Spain, India and China. The simplicity and human insights at the heart of these low budget films differ in content and style from the products of our American industry. Since many films emerge from societies that repress the exchange of ideas criticizing their political, religious or cultural institutions, the use of symbolism and visual metaphor is more commonly practiced. The use of visual metaphor is integral to self expression in truly original and profound works of art in any medium. Studying these international films as well as short films from American film schools will form a basis for the students' own creative films.

Writing Across the Curriculum is visible in the Hunger Project. "Bell Work" in which a new artist from around the globe, contemporary and ancient, is explored weekly. This practice will be expanded to include guest artists from non-western cultures. RNHS will partner with local museums and businesses such as the Columbia Museum of Art, to establish an ongoing forum for exhibition of student work resulting from field studies, from internationally respected guest artists, as well as from products of the global focus of classroom projects.

Performing Arts: As education moves further into the use of Web 2.0 technologies, students are creating, editing, and producing new content to share background information for productions. The creative journey, which is seldom seen by the audience, is shared as students document their travel experiences and the research that is critical to creating a show and building a character. This sharing of information is no longer limited to local audiences who attend the performances, but may now be with a global audience using technology as this information is posted online.

Richland Northeast will continue to build a library of background materials for future productions and to acquire new technologies to facilitate documentation of the creative process. In the area of the performing arts, a collaborative partnership is in development between the dance department and 3 Russian high schools with a performing arts emphasis. Dance students will become electronic pen pals with their Russian counterparts, writing monthly letters which will provide the Russian students an opportunity to develop their English language skills. The students will share information about their cultures at school, at home, and through the fine arts.

Service Learning in the Arts: Service learning is currently an overarching art education goal of the RNHS Hunger Project. Educators seek to fine tune students' artistic talents while providing a demonstration of how they can utilize those talents in promoting pursuits beyond the four corners of the art classroom. The importance and appropriateness of this goal for students who are approaching graduation is underscored by its multi-disciplinary, real world orientation. Students are required to hone their artistic abilities in conjunction with other skills such as research, writing, and public speaking. The Hunger Project also encourages young people to engage in service to their communities by requiring the students to present their work to other children and engage their peers in philanthropic activities such as the fundraising for (and participating in) local and global organizations such as The Children's Garden and the annual Crop Walk .

The instructional sequence of the RNH Hunger Project has four guideposts: 1) introduction to the project; 2) background research and writing on the subject matter; 3) development of the artistic product; and 4) public presentation. Each of these guideposts is geared to satisfy the overall goal of service learning in the art education context.

Local Greatest Generation Project: This project is an existing initiative in which students interview veterans from the community about their experiences in conflicts ranging from WWII,

The Korean War, Vietnam, and the current conflicts in Iraq and Afghanistan. A major portion of each interview focuses on the relationship of the veteran with the culture where they were stationed. In the last 5 years students have had the incredible opportunity to ask veterans about their relationship with the people in Iraq and Afghanistan – how they lived, how they lived with war, how much they learned about Islam and the Islamic culture and other questions that could only be answered by someone who was there. Usually veterans bring photos to share from their experiences abroad. Through expansion of the program, students will enhance the quality of the documentaries produced as well as the number of productions to be shared.

Model United Nations (MUN): Richland Northeast has traditionally been represented at the Model United Nations (MUN) National competition. In recent years the program has suffered minor setbacks due to the population shift within the district away from RNHS. The IB program will seek to reestablish dominance through enhanced emphasis on international perspective. In addition to expanding the program at RNHS, the personnel and student body will assist with creating MUN programs at Wright Middle and Windsor Elementary, the two IB schools in the district continuum. Programs will be established at both schools with high school students serving as mentors for both programs.

(iv) Encouraging greater parental decisionmaking and involvement at RNHS:

Richland Northeast High School has lost some parent involvement in recent years due to the growth at the other ends of the district. Currently the school has an active SIC of parents, staff, and community members. The school also has a parent volunteer group which routinely works to serve throughout the school. This group is involved with areas of teacher appreciation and school events. The RNHS Foundation is another active parent group. The school will foster the current relationships and increase parent involvement by recruiting parents to create,

organize, plan, and offer many innovative activities that support IB implementation. The school will utilize the current relationship with Fort Jackson in order to involve more military parents.

The district concedes that the implementation of the IB Programme in the three targeted schools to reduce minority group isolation of African American students is an ambitious project, but the implementation plan presented above is sound:

- Has the support and endorsement of all the major stakeholders that are involved;
- Employs the guidance and advice of professional consultants and trainers who are personally and professionally involved with the IB Programme;
- Includes a teacher training component to be well-prepared to implement the program;
- Identifies the resources needed in order to provide a high quality learning experience;
- Sequences grant activities and assigns grant responsibilities so that tasks are manageable;
- Integrates the IB Learner Profile and essential elements of the IB Programme.

Implementing the International Baccalaureate Programme in a K-12 Continuum will provide a high-quality, research-proven, and challenging course of study for students who opt to pursue admission through the lottery to this rigorous academic program. The progression from the Primary Years Programme, through the Middle Years Programme, and the option for the IB Diploma Programme will educate the "whole child" and provide the benefits of the IB curriculum over the course of a student's educational career.

Project Narrative

Project Narrative-Selection Criteria-Budget and resources-Refer to Federal Notice for content.

Attachment 1:
Title: **Richland Two Budget and Resources** Pages: **6** Uploaded File: **Richland Two Budget and Resources.pdf**

(d) Budget and resources. (10 points)

The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including—

The three schools selected for the implementation of the **International Baccalaureate Continuum** were chosen after careful consideration of many factors in addition to the minority group isolation of the African American students in this particular at-risk area of the district. This particular group has increased representation in all three targeted schools when compared to the school district average of 59%, as indicated below.

Richland School District Two Ethnicity (by student count and percentage)												
Af.Am.		White		Hisp.		Asian		Nat.Am		Other		Total
#	%	#	%	#	%	#	%	#	%	#	%	#
14,641	(b)(4)	7,894	32	1,426	6	700	3	27	0	274	1	24,962
Windsor Elementary School												
424	(b)(6)	76	12	124	19	12	2	3	0	5	1	644
Wright Middle School												
538	(b)(4)	128	17	46	6	24	3	0	0	6	1	742
Richland Northeast High School												
981	(b)(4)	306	21	111	8	34	2	3	0	4	1	1,439

(1) The adequacy of the facilities that the applicant plans to use;

The condition of the physical facilities and the availability of space to accommodate additional students were also prime considerations for this proposal. Clean and attractive school buildings coupled with a rigorous, international magnet theme will more likely attract the

underrepresented ethnic groups from surrounding private schools and other interested parents and students. The district's Director of Facilities and the three principals assessed the school facilities as part of the planning process for this proposal. This assessment looked at the viability of the buildings as sites for the specialized areas necessary for the implementation of the magnet school theme. These three buildings have ample space for the new instructional areas (foreign language lab, drama studio, etc.) that are cited in the individual project designs.

Windsor Elementary has the capacity to accommodate 160 additional students. With the implementation of the IB program, the school will be transformed: it will have an international focus that is technologically and academically superior when compared to private schools nearby. Facility plans for the school include providing electrical upgrades to install the news studio enhancements. The school will have international connectivity to share multicultural experiences with other states across the nation as well as with other countries. This school will transform a classroom into a drama studio. The school will also create a musical keyboarding lab and foreign language lab. Foreign languages, music, drama, and the arts are key areas for developing the whole child within the IB program. These "strands" will be created within all three schools comprising the **International Baccalaureate Continuum**.

Wright Middle will provide the Middle Years Programme. To be at capacity, Wright has 198 seats available. This school will also have an international focus. It currently has a news studio where a morning news show is entirely produced by students. Their news studio will be enhanced to provide a teleprompter and other related production equipment. They, also, will be able to establish connections nationally and internationally. The school will also create a music studio to provide students with the opportunities to learn the fundamentals of the keyboard, composition software to compose and print their own musical compositions, and headphones to

work independently without disrupting other students. The music studio will provide students with the depth of musical understanding necessary to transition from the Middle Years Programme at Wright to continue at the high school level. Unique learning opportunities, such as playing African drums and using digitized media equipment, will be available to students. As noted in the IB curriculum, students must have 50 hours per year of one foreign language instruction. At Wright Middle, a foreign language lab will be created to expand cultural studies and language lab activities. Therefore, students coming from Windsor Elementary will have the skills and knowledge gained through the foreign language lab to continue at an advanced level during their middle school years. If students are newly enrolling in the continuum at the middle school level, an introductory language course will also be offered so all levels of language will be available.

At Richland Northeast High, several facility upgrades are scheduled. The Richland Two Board of Trustees recently approved a new administrative lobby area which is an estimated $18.5 million made possible by a successful bond referendum. This area will be constructed at the front of the school to provide increased curb appeal. The high school can accommodate 311 additional students. In 1995-1996, the school served as many as 1,965 students and can easily accommodate the additional enrollment. Richland Northeast will enhance its foreign language labs and digital media studio to prepare its students for the rigor of the IB program. Because the Diploma Programme (DP) requires students to complete an independent research project, the media center will be transformed to provide additional shelving and individual work areas.

The completion of facility work will be scheduled immediately upon notification of funding and completed by the end of the first year, the planning year, of the grant to accommodate a smooth implementation of this project. The school district's Director of

Facilities has been an active participant in the planning process and recognizes the value of providing well maintained facilities to attract underrepresented student groups to these wall-to-wall magnets at the three targeted schools.

(2) The adequacy of the equipment and supplies that the applicant plans to use; and

Each of the magnet schools is located in a school building where there already exists a basic amount of academic audio-visual, computer, science, art, music, and physical education instructional equipment and supplies including textbooks and library resources required to implement the state curricular standards. All equipment and supplies that will be purchased with the Magnet Schools Assistance Program funds will supplement--not supplant—supplies and equipment purchases. This proposal includes only those supplies and equipment that are required and will be used specifically to implement the International Baccalaureate Programme. Richland Two will not decrease the amount of funding which the three targeted schools currently receive for operation expenses, unless all schools' budgets are reduced. In other words, the district's per capita allocations will be the same in magnet and non-magnet schools throughout the district.

At all three targeted schools, funding will provide for enhanced technological equipment which is critical when establishing connections with other cultures and geographical locations. This effort will help to eliminate the digital divide in this at-risk area of the school district.

Windsor Elementary and Wright Middle will be provided with musical keyboarding equipment, equipment necessary in the drama studio and foreign language studios, and broadcast equipment to upgrade the school's production ability. Specifically at Wright Middle School, computers, headphones, microphones, computer tables and chairs, and a camera projector are planned. At Richland Northeast, because the school does not have the classroom materials necessary to offer biology, chemistry, and physics in the Diploma Programme (DP), these items (track optic kits,

incubators, spectrophotometers, pH sensors, etc.) have been requested. The DP requires an extended essay where students engage in independent research through an in-depth study of a question relating to one of the subjects they are studying. As such, multi-source databases, e-book subscriptions, international newspapers, and other related literacy materials are requested.

The three magnet schools will offer the renowned International Baccalaureate Programme that uses the best equipment and supplies to support the theme. When parents of students attending private schools and other parents interested in the schools visit these three targeted magnet schools, students will be using this equipment and supplies on a daily basis.

(3) The adequacy and reasonableness of the budget in relation to the objectives.

Richland Two's Business Services has been long recognized for its fiscal frugality. This office provides services to school district personnel in support of their activities and operations by providing support, training, and advocacy to enable principals and school staff to focus on instruction. It prepares financial and management reports and files state and federal grant reimbursement claims. It procures goods and services in accordance with the district's procurement code which is in conformance with the state of South Carolina's procurement code. It coordinates the annual financial and procurement audits and prepares the district's Comprehensive Annual Financial Report (CAFR). Based on the fine work of this office, Richland Two is the only district in South Carolina to receive an "AA" bond rating from the three national bond rating firms. Business Services has received awards from both the Association of School Business Officials and the Governmental Finance Officer's Association for excellence in financial reporting for 21 consecutive years. Their staff has been a part of the planning of this proposal. They assisted with the creation of the budget narrative and recognize the extremely positive impact that the IB Programme will have on the three targeted schools.

All budget funds are reasonable and align with the objectives of this proposal: promoting diversity by reducing and preventing minority group isolation; increasing student academic achievement by implementing systemic reforms to provide all students the opportunity to meet challenging State academic content standards and academic achievement standards; developing connections between students, parents, and teachers and their school, community, and global environments; and building the capacity, including professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended.

Indeed, the objectives of this project are of great importance to the Richland Two community in reducing the minority group isolation of African American students in the three targeted schools as well as increased student academic achievement. The most effective method in these proposed magnet schools to attract additional students is to offer a curriculum that is of the highest quality. The advisory board, based on community surveys, believes the IB program provides a "perfect fit" for students and will achieve the objectives of this proposal.

When the decision had been made to offer the IB program as the theme for the proposed magnets, the district immediately sought additional support and assistance. In Nov. 2009, the district became aware of an International Baccalaureate Training Grant for those schools seeking to implement the program. The Magnet School Advisory Board and school and district staff collaborated to submit a quality grant application. The district was fortunate to be awarded this training grant which will provide a 50% reduction in professional development costs for all teachers to complete Category 1 IB training. This grant, valued at $202,000, has already been included within this budget proposal. The district is well prepared to implement the International Baccalaureate Continuum project on schedule and within budget. Our parents, students, and community will benefit immensely.

Project Narrative

Project Narrative-Selection Criteria-Evaluation plan (10 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Richland Two Evaluation** Pages: **12** Uploaded File: **Richland Two Evaluation Plan.pdf**

(e) Evaluation plan. (10 points)

The Secretary determines the extent to which the evaluation plan for the project--

(1) Includes methods that are appropriate to the project;

The evaluation will be conducted by The South Carolina Educational Policy Center at the University of South Carolina. A description of the Center and staff is provided in the Personnel section. The evaluation of the IB Continuum will use a variety of methods to provide both formative and summative outcome data for the project director, school staff, district staff, parents, and other project stakeholders. Annual performance reports will describe the implementation of the project and the degree to which program goals 1-4 are met.

Formative Evaluation. To document program implementation evaluation team members will attend project staff meetings to monitor the progress of the project activities and will involve project staff in the development of data collection instruments. Monitoring the planning activities will be especially critical during year one when professional development for staff members will be a key enabler for the effective implementation. Aspects of professional development workshops to monitor include teacher understanding of IB programs, perceived effectiveness of IB training, and certification of IB precepts and components.

Summative Evaluation. The South Carolina Educational Policy Center has designed a comprehensive summative evaluation that allows a determination of whether the IB Continuum project has met the four major outcome evaluation goals. These four outcome goals and twenty-two objectives for the IB Continuum were developed by the evaluators in collaboration with district staff and the principals at the proposed IB schools. Each of the goals and their associated objectives will be described in Section (2). A variety of methods appropriate to the IB project will be used to assess whether or not each objective is met, including analyzing demographic

information, annual progress standards, pre- and post-test student assessments, and school climate data. Additionally, data on graduation rates and IB diplomas will be collected and analyzed from Richland Northeast. Further, teacher and student perceptions of the magnet programs will be evaluated through annual surveys, and the level of parental decision making and involvement will be assessed by parent focus groups. Lastly, the number of awareness and parental involvement activities, student community service projects, and teachers attending professional development will be collected and reported.

(2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and

GOAL 1 (REDUCING MINORITY GROUP ISOLATION): Promote diversity by reducing, eliminating, or preventing minority group isolation in elementary and secondary schools with substantial proportions of minority students.

Goal 1: Reducing Minority Group Isolation	
Program Objectives	**Data Collection Methods and Sources**
Objectives: 1a. By October 1 of each project year, minority group isolation of African American students will be reduced in accordance with enrollment targets for each magnet school as specified in Tables 1, 2, and 3. **1b.** For each year of the project, a student applicant pool will be recruited for each MSAP magnet school that would reduce minority group isolation consistent with the projected enrollment for each school. **1c.** For each feeder school with minority group isolation, the minority enrollment will not	**Methods:** Demographic data from each school will be collected to monitor student enrollment by ethnicity. *(objectives 1a-1c)* **Sources:** IB magnet school enrollment statistics, IB magnet school applications, transfer statistics, principals,

Goal 1: Reducing Minority Group Isolation	
Program Objectives	**Data Collection Methods and Sources**
increase during the project year as a result of the implementation of the magnet schools.	and district personnel

To examine the effectiveness of the project in reducing minority group isolation, the evaluation team will review demographic data from each school to determine if the minority isolation of African American students is decreasing in accordance with each school's enrollment targets. . For objectives 1a and 1c, the district's Planning Department will provide fall student enrollment data for the IB magnet and feeder schools each year. Students' data will include ethnicity, grade level, and feeder school attendance. Each program year, the evaluation team will compare the actual and projected percentages of African American students enrolled at each magnet school to assess whether the percentage of African American students is reduced in accordance with enrollment targets (1a). The student enrollment data will also be used to examine whether minority group isolation at feeder schools changes as a result of the IB magnet project implementation (1c). In addition, the evaluation team will examine the composition of the student applicant pool at each school to determine whether the applicant pool contributes to the reduction of minority group isolation (1b).

GOAL 2 (IMPROVING STUDENT ACHIEVEMENT): Increase academic achievement by implementing systemic reforms to provide all students the opportunity to meet challenging State academic content standards and academic achievement standards.

Goal 2: Improving Student Achievement	
Program Objectives	**Data Collection Methods and Source(s)**
Objectives: 2a. By the end of the project, students from	**Methods:** Data on annual progress

Goal 2: Improving Student Achievement	
Program Objectives	**Data Collection Methods and Source(s)**
major racial and ethnic groups at each magnet school will meet or exceed the State's annual progress standards in reading/language arts and mathematics. **2b.** At each magnet school, the percentage of students who score Met or Above on the Palmetto Assessment of State Standards (PASS) will increase by 2 percentage points each year. **2c.** At Richland Northeast, the percentage of 10th graders who pass both subtests of the High School Assessment Program (HSAP) will increase by two percentage points per year. **2d.** At Windsor and E.L. Wright, the percentage of students who Meet or Exceed their MAP growth target from fall to spring will exceed that of the national norm group for reading and mathematics at every grade level. **2e.** At least 85% of students participating in the IB program will agree that the IB components contribute to their academic success. **2f.** The graduation rate at Richland Northeast will increase by 1 percentage point by spring 2012 and 2 percentage points by spring 2013 when compared with the previous three year mean. **2g.** The IB diploma passage rate of students participating in the IB magnet diploma program at Richland Northeast will exceed the national passage rate	standards will be collected from state data bases and the annual state report cards *(objective 2a)*. Performance on assessments for magnet school students will be compared for each year of the project (PASS and HSAP ELA and Mathematics and MAP Reading and Mathematics *(objectives 2b-2d)*. Students' perceptions of the magnet programs will be evaluated through an annual survey *(objective 2e)*. Data on graduation rates will be collected annually *(objective 2f)*. The number of IB diplomas received at Richland Northeast will be collected annually *(objective 2g)*. **Sources:** School report card , administrators, students, and

Goal 2: Improving Student Achievement	
Program Objectives	**Data Collection Methods and Source(s)**
(78.7%, 2009) by spring 2013.	Richland Northeast test data files

Objectives 2a and 2b reflect federal priorities that schools meet South Carolina's annual progress standard in reading/language arts and mathematics, as measured by the Palmetto Assessment of State Standards (PASS) and the High School Assessment Program (HSAP). PASS is administered in grades 3-8 and is aligned to the state academic standards. It includes, among others, tests in English language arts (ELA) and mathematics. The HSAP includes tests for ELA and mathematics and is first administered in Grade 10. Objectives 2a, 2b, and 2c reflect projections that all IB magnet schools will meet or exceed the very rigorous SC standards for ELA and mathematics and that the magnet school scores on the statewide test will increase annually.

Objective 2d projects that the percentage of students at Windsor and E. L. Wright who Meet or Exceed their growth target from fall to spring on the Measures of Academic Progress (MAP) assessment, administered district-wide, will exceed that of a comparable national norm group in reading and mathematics at every grade level (see www.NWEA.org). The evaluation will compare the annual growth of students in the magnet schools with a Virtual Comparison Group of students drawn from the same grade and with the same fall MAP level. For each magnet school student, a maximum of 51 students from the virtual group are randomly selected from students in other school districts. School-level matching variables include school size, poverty percentage, and location (rural-urban). Student-level matching variables are grade, gender, ethnicity, fall MAP scores, and test date. This, in essence, constitutes a matched-case analysis and is a very challenging objective, considering that for the past three years in the two

target magnets, 18 of 42 (43%) comparisons of fall to spring gains were below the 2008 MAP norms.

Objective 2e is designed to involve students directly in judging program effectiveness through annual surveys measuring students' views of the degree to which the various IB components have contributed to their academic success. Objective 2f, to increase graduation rates at an increasing annual rate over the grant period is another very challenging objective, since graduation rates at the school have declined annually for the past three years from 77% to 65%. Objective 2g projects that the IB diploma passage rate of high school students in the IB diploma program will exceed the national passage rate (78.7% passage rate in 2009) by 2013.

GOAL 3 (DEVELOPING CONNECTIONS): Develop connections between students, parents, teachers and their school, community, and global environments.

Goal 3: Developing Connections	
Program Objectives	**Data Collection Methods and Source(s)**
Objectives: 3a. At least 85% of students at each magnet program will agree that they interact with students of different social, economic, ethnic, and racial backgrounds. **3b.** At least 85% of students at each magnet school will agree that the components of the IB curriculum are meeting their social and emotional needs. **3c.** Each magnet school will score above the state mean for at least 75% of the 14 measures of school climate (e.g. home-school relationship) on the annual survey of teachers,	**Methods:** Students' perceptions of the magnet programs at each school will be evaluated through an annual survey *(objectives 3a-3b).* Perceptions of home-school relationship and parental decision making will be collected through annual teacher, student, and parent school climate surveys and parent focus groups *(objectives 3c-3d).* The number of awareness activities as part of the public relations campaign

Goal 3: Developing Connections	
Program Objectives	**Data Collection Methods and Source(s)**
students, and parents. **3d.** At least 85% of parents whose students are participating in the IB magnet program will indicate that they agree that they have been involved in IB program planning and implementation decision making. **3e.** All magnet schools (100.0%) included in the project will conduct a social marketing/public relations awareness campaign. **3f.** Each targeted magnet school will increase their number of student community learning service outreach projects annually. **3g.** Each targeted magnet school will increase their number of parental involvement activities annually.	will be collected *(objective 3e)*. The number of community service learning outreach projects and the number of parent involvement activities will be collected *(objectives 3f-3g)* **Sources:** Recruitment documents, school IB Coordinators, school climate data files, School Improvement Councils meeting agendas, students, parents, and Program Project Director

Interaction and engagement will be increased for students of different social, economic, ethnic, and racial backgrounds (objective 3a), and the IB program components will meet the academic as well as social and emotional needs of the students (objective 3b). These objectives will be measured by examining the responses of students and teachers on surveys to be developed by the evaluation team in collaboration with project staff and administered annually. The students' involvement with the community (objective 3f) will be documented through collection of data on the annual participation of students in community service projects.

Improving school climate through the use of IB strategies is the focus of objective 3c. Researchers have noted the importance of a positive school climate for teachers, parents, and

students. A favorable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively (Byrk & Thum, 1989; Ma & MacMillan, 1999; Gottfredson, Gottfredson, Payne, & Gottfredson, 2005; Brown & Medway, 2007; Gareau, May, Mindrila, Ishikawa, DiStefano, Monrad, & Price, 2010). South Carolina is one of a few states that require students, parents, and teachers at every public school to complete a school climate survey annually. The South Carolina Educational Policy Center has analyzed the state's climate survey data base for the last three years and has used factor analytic techniques to identify 14 school climate factors that are listed in the table below. For each year of the magnet project, the individual schools will be expected to score above the state within organizational mean on 75% of the 14 school climate factors.

School Climate Factor	**Windsor**	**E. L. Wright**	**Richland Northeast**
Teacher working conditions/ leadership	-1.75	0.08	0.42
Teacher home-school relationship	-1.69	1.29	0.32
Teacher instructional focus	-1.38	1.39	0.50
Teacher resources	0.06	1.30	1.02
Teacher physical environment	-0.28	-0.10	-0.19
Teacher safety	-0.20	0.00	0.12
Student learning environment	0.09	-0.52	0.19
Student social-physical environment	-0.71	-0.95	-0.12
Student home-school relationship	-0.24	-0.23	0.00
Student safety	-0.29	-0.51	0.39
Parent learning environment	-0.36	-0.39	-1.17
Parent social-physical environment	-0.35	-0.77	-1.06

School Climate Factor	Windsor	E. L. Wright	Richland Northeast
Parent teacher care and support	0.27	-0.90	-0.85
Parent home-school relationship	0.28	-0.68	-0.87

Analysis of 2009 mean school climate factor scores standardized by organizational level for each school revealed that Windsor only scored above the state mean of "0" for 4 of the 14 factors (29%). The factors with the lowest scores in 2009 were working conditions/leadership, home-school relationship, and instructional focus factors on the teacher survey. For E.L Wright in 2009, 29% of the factors were above the state mean, and 50% of the 2009 climate factors were above the state mean for Richland Northeast. The lowest factors for E. L. Wright in 2009 were student social-physical environment and the parent social-physical environment and teacher care and support factors. In 2009, the lowest factors at Richland Northeast included all of the parent factors. SCEPC will analyze state climate surveys annually for each of the magnet schools.

Providing choices to parents and increasing parental involvement and decision-making will be a focus of the magnet schools. Objectives 3d, 3e, and 3g measure the extent to which IB strategies have been effective in meeting these objectives. The number of public awareness activities will be documented to ascertain how Richland Two parents are informed of the availability of the magnet schools. Similarly, the number of community outreach projects and parent involvement activities at each school will be collected. Parent focus groups will also be conducted to gather information on their involvement with school activities and decision making.

GOAL 4 (BUILDING CAPACITY): Build the capacity, including through professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended.

Goal 4: Building Capacity	
Program Objectives	**Data Collection Methods and Sources**
Objectives: 4a. At least 95% of teachers participating in the IB magnet programs at each school will complete Category 1 IB professional development. **4b.** At least 95% of the magnet school teachers will participate in 40 or more hours of IB professional development each year. **4c.** At least 85% of teachers participating in IB professional development workshops will rate workshop components as effective. **4d.** At least 85% of teachers participating in the IB magnet programs will indicate that they agree that they understand how to teach the IB curriculum within state standards guidelines. **4e.** At least 85% of teachers participating in the IB magnet programs will indicate that IB instructional components are effective in meeting students' needs.	**Methods:** The number of teachers completing Category 1 IB professional development will be collected at each school *(objective 4a)*. Records will be kept of the professional development hours for each teacher (*objective 4b)*. Teachers' perceptions of professional development workshops will be gathered through professional development workshop evaluations and annual surveys *(objective 4c)*. Teachers' perceptions of the magnet programs at each school will be evaluated through annual surveys *(objectives 4d-4e)*. **Sources:** Training handouts, school teacher professional development records, curriculum documents, dated checklist of IB activities, and teachers

In order to improve the district's capacity to maintain the IB program after potential funding is terminated, the Magnet School Advisory Board is ensuring that professional development services are of sufficient quality, intensity, and duration to lead to profound

improvements at all three targeted schools. Richland Two will use magnet school funds to provide specialized Category 1, Category 2, and Category 3 IB training, as well as online professional development workshops. All administrators, teachers, and district office staff will be required to attend the two-day Category 1 workshop. Upon completion they will receive their IB certificate. The number of teachers attending the Category 1 workshop will be collected at each school with an objective of 95.0% of teachers attending (4a). Not all personnel at each school are required to attend Category 2, Category 3, and online workshops, which are targeted to specific needs. However, the perceptions of those teachers attending these workshops, as well as those teachers attending the Category 1 workshop, will be gathered through professional development workshop evaluations and the annual end-of-year teacher survey (4b). The objective will be for at least 85% of teachers participating in these workshops to rate them as effective (4c). Further, teachers' perceptions of being prepared to teach the IB curriculum within state guidelines will be collected through an annual survey (85% agreement, objective 4d). Lastly, teachers participating in the IB magnet will be asked on the annual survey whether instructional components are effective at meeting students' needs (85% agreement, objective 1e), which is an indicator of instructional capacity.

(3) Includes methods that are objective and that will produce data that are quantifiable.

As sections (1) and (2) of the evaluation plan described, the formative and summative data collection and analysis methods are comprehensive and include both quantitative (e.g., analyzing demographic information, annual progress standards, pre- and post-test performance on assessments, graduation, IB diploma, school climate data, and annual surveys of teachers and students) and qualitative data. The evaluation staff is dedicated to ensuring the objectivity of results, validity and reliability of measures, and quantification of results.

Objectivity and Validity/Reliability of Measures. Although some evaluation data collection will be maintained by district project staff, objectivity will be maintained by ensuring that the entire evaluation analysis and reporting is conducted off district-site by the trained SCEPC evaluation staff at the University of South Carolina. Validity will be increased by soliciting ongoing feedback from project staff as part of the participatory evaluation during the development of evaluation instruments, such as annual surveys, focus group protocols, and workshop evaluations, to ensure that instrument content is accurately assessing program constructs. Further, the internal consistency reliability of the annual surveys will be tested using Cronbach's alpha, which computes correlation values among groups of items measuring the same construct.

Quantifiable Results. The evaluation methods will produce quantifiable results for all four project goals and twenty-two objectives. Goal 2 methods will include the use of a matched-case comparison analysis when evaluating pre- and post-test MAP results at Windsor and E.L. Wright, as well as the use of confirmatory factor analysis (CFA) to explore school climate data at each magnet school for Goal 3. This multivariate statistical procedure will determine how well the survey items measure the climate constructs and will result in mean factor scores for each of the school climate factors for each school. Quantifiable statistics will also be shared in the annual performance report for the following data elements: item analysis of teacher and student annual surveys and teacher workshop evaluations, content analysis of parent focus groups, frequencies and percentages of parental involvement, awareness, and community outreach activities, graduation and IB diploma rates, district and school student enrollment percentages by grade level, and annual performance standards in reading/ELA and mathematics.

Project Narrative

Project Narrative-Selection Criteria-Commitment and capacity (15 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Richland Two Commitment and Capacity** Pages: **8** Uploaded File: **Richland Two Commitment and Capacity.pdf**

(f) Commitment and capacity. (15 points)

(1) The applicant continues magnet activities after assistance is not longer available.

The Richland School District Two Board of Trustees is committed to reducing minority group isolation and increasing academic achievement throughout the district (Appendix B).The proposed **International Baccalaureate Continuum** is one strategy for accomplishing those goals. The district is known throughout the state as a leader in its Expanded Choice and Magnet Programs. Through these two programs, Richland Two families have access to a variety of specialized educational programs. Though students are assigned to schools based on their residential address, they may apply to a magnet school, a school with a magnet program, or another school within the district through the Choice program. Expanded Choice offers parents and students residing in Richland Two the opportunity to request permission to attend a school other than their residentially assigned school. In 1991, Richland Two offered The Learning Collaborative (TLC), its first magnet program. The program has a proven track record of success by offering a rigorous, intellectually stimulating academic environment. TLC students continue to score among the highest on state and national standardized academic assessments. Currently, the district fully supports 26 magnet structures, and no magnet program has failed:

Date	Name of Magnet	Grades	Structure	Emphasis
1991	The Learning Collaborative	6-8	Program	Honors/pre AP
1992	Horizon	9-12	Program	Honors/AP
1995	Discovery	9-12	Program	Honors/AP
1995	Explorations	9-12	Program	Tech., math, science
1996	Center for Inquiry	k-5	Whole school	Inquiry-based
1997	Center for Knowledge	k-5	Whole school	Core Knowledge

	iLink	9-12	Program	technology
2000	Leadership at Wright (LAW)	6-8	Program	Core Knowledge
2001	Palmetto Center for the Arts	9-12	Program	Arts
2004	The TWO Academies	6-8	Program	Single gender
2005	Center for Achievement	2-5	Whole school	Acad. Enrichment
2006	Convergence Media	9-12	Program	Media Technology
	Fine Arts Media Enhancement	6-8	Program	Fine Arts & Tech.
	Conder Arts Integrated Magnet	k-5	School	Arts Infusion
	Forest Lake Tech. Magnet	k-5	School	Technology Infusion
2008	Center for Accel. Preparation	7-9	Whole school	Accelerated Curric.
	Academy for Civic Engagement	k-5	Program	Civic Education
	Kelly Mill, INC	6-8	Program	Business
	Academy-Exercise Physiology	6-8	Program	Fitness & Wellness
	Allied and BioHealth Sciences	9-12	Program	Health Sciences
	Spears Creek Child Dev. Center	Prek-1	Whole school	Montessori
2009	Environmental Fitness (efit)	k-5	Program	Environ. fitness
	Sci., Tech., Eng., Math School	k-2	Program	STEM
	ZooBot	6-8	Program	Zoology and Botany
	Leadership, Talent, and Dev.	k-5	Whole school	Leadership develop.

Shaded 2006 magnets were created with MSAP funds. As noted by the various magnet programs and schools offered in the district, the Board of Trustees and the Superintendent are fully committed to the successful implementation and continued support of activities within magnet programs and schools throughout the district. Further, during a Board of Trustees meeting on

Sept. 22, 2009, the trustees voted unanimously to approve the construction of a new front entrance for the main office at Richland Northeast. Renovation will centralize administrative services at the school and increase security. This construction budget totals $18.5 million. This investment will expand the appeal for parents and students as the main office is typically the first area where visitors to the school are welcomed.

Last school year and projections for this upcoming year of dire economic times have amounted to more than $14.8 million in budget reductions for Richland Two. Federal funds are requested to provide program components that are beyond the capacity of the district to provide. These funds will provide required personnel, curricular improvements, and activities that will make the magnet schools more attractive to diverse groups of students. Through the infusion of federal funding, the district will have the ability to implement high quality educational programs that will attract students and their families of underrepresented ethnic groups in order to eliminate the minority group isolation of African American students thereby creating diverse school settings. Federal funds will provide the magnet schools with the necessary resources to establish the IB program that will earn reputations for quality, innovation, achievement, and rigor. Local funding offered by Richland Two consists of State Title I Replacement Funds, Magnet and Specialty Programs Funds, and community-wide and district support.

Richland School District Two has a well developed desegregation effort which was first implemented on a voluntary basis, as indicated in the attached documentation. The district has continuously operated its desegregation activities through local, state, and federal funding. The district has an unwavering commitment to utilizing magnet schools and programs to promote desegregation and foster interactions among various student groups and to improve experiences of students through innovative, standards-based activity-driven, rigorous curriculums. This

philosophy aligns with Frankenberg and Hawley's research (2009) that suggests that students who attend magnet schools have higher achievement and are given the opportunity to learn in schools that are more racially diverse. The International Baccalaureate Continuum provides an avenue to continue this long-standing tradition of magnet school success.

(2) The Secretary determines the extent to which the applicant--(i) Is committed;

Richland Two is fully committed to implementing the proposed International Baccalaureate Continuum. The superintendent, other chief administrators, and the school board have publicly committed themselves to the success of the magnet program continuum at all three targeted schools. They recognize their importance in meeting the guide lines of the district's voluntary desegregation plan. The district has assumed the initial costs of planning and designing the program and activities described in this application and, until MSAP funding is received, will continue supporting the costs of program development. The district is also contributing financial support of the costs totaling $18.5 million for upgrading Richland Northeast High School.

Also, Richland Two will provide equivalent operating support for this magnet continuum as it provides for other whole school magnets. As all schools in the district, these schools will continue to receive their district allocation for staff salaries and benefits, public utilities and energy, materials and supplies, capital outlay, purchased services, and instructional budgets. District allocations for the schools are considered average given the lean economic situation.

Avg. annual cost	Windsor	Wright	Richland Northeast
Salaries and Benefits	$3,363,138	$6,106,503	$10,561,072
Operating	$72,119	$143,529	$230,381
Total	$3,435,257	$6,250,032	$10,791,453
Cost per student	$5,764	$6,122	$7,427

The total cost of the basic program (averaging $6,438 per student) will be the responsibility of the district. As indicated in the list of current district magnet programs, the financial allocations support the successful implementation and sustain the programs well. None of the expenses requested in this proposal represents supplanting. All line items in the budget are necessary to provide the highest level of instruction and to create the environment necessary to guarantee the success of the proposed International Baccalaureate Continuum.

With the infusion of the IB curriculum, theme-specific instructional materials and resources, evidence-based and promising instructional strategies, specialized labs (language), professional development activities, and supplies needed to establish three exemplary school-wide magnet programs, the continuum works well within the district. The curriculum is sound, the reputation is impeccable, and the student benefits have been verified. Notably, out of a total of 54 Magnet Schools of Excellence awarded by the Magnet Schools of America in 2010, 16 reported an IB theme. These three schools comprising the IB Continuum hold great promise.

The schools will receive their regular allocation for staff and other operating expenses as do other schools in the district. The goal of this application is to request supplemental funding needed to provide the additional staff, the required teacher training, curriculum development, equipment and technology, instructional materials, and marketing materials that are vital to the success of magnet programs—but outside of the ability of the district to fund. With MSAP funding, Richland Two is committed to the implementation and longtime support of the magnet continuum as described in this application. After federal funding concludes, Richland Two will provide ongoing support and sustainability for these programs.

At the conclusion of funding for the 2004 MSAP grant, the district continued to provide substantial support for the two magnet schools and two magnet programs. The same personnel

are still employed and continue the arts infused and technology magnet programs. The district also continues to service technological equipment purchased with MSAP funds and provides updated equipment as needed. These four magnet programs created with MSAP funds successfully continue to reduce minority group isolation and increase academic achievement.

(ii) Has identified other resources to continue support for magnet school activities.

The budget requests for the three proposed magnet schools are heavily weighted in three areas: professional development, equipment, and personnel. Equipment will be a one-time cost. MSAP funds will be used to provide the infrastructure to support the specialized curriculum at the target schools, but once the initial equipment purchases are made, only nominal funding, assumed by the district, will be required for maintenance and supplies. Support is necessary to provide many of the supplies necessary for Richland Two to purchase in order to start and maintain the academically rigorous magnet programs. Examples of such items include the IB curricular materials, equipment for the foreign language labs, news studio, and technology. Once these items have been obtained, there will be no immediate need for replacement. The magnet programs can continue indefinitely without incurring major equipment costs again.

While equipment is necessary to implement the magnet themes, perhaps the most important support that will be provided by MSAP funds will be the professional development that is necessary to support the magnet program at all three schools. Since each school will implement the IB curricular theme and an associated instructional methodology that is distinct from other district staff development initiatives, specialized training will be required of the staff at each school in order to assure project success. Teachers and staff at these three schools will not be exempt from other district-sponsored training, so most of the MSAP-supported staff development will be accomplished during the summer or other non-school time, resulting in the

need for stipends for personnel for their time and their willingness to support the new theme and its accompanying activities. Once staff members have been trained and experienced success with the curricular focus at their respective schools, they can assume the responsibility and leadership for training and mentoring new teachers in future years. The district has used this professional development approach in the past, known as "train the trainer" and has experienced success.

Some personnel costs will not continue beyond the grant period. The project director, administrative assistant, data analyst, and the curriculum facilitators are grant-funded. These positions are needed for three years only. They represent approximately $1.1 million that the district will have no obligation to assume after the grant award period is completed. These positions are necessary for the initial implementation of the projects, but once faculty are trained, the curriculum guides have been created and compiled, and the evaluation plan is institutionalized so that those involved understand the outcomes, the leadership for the IB Continuum will become school-based. Funds will be needed to start these programs, but they will not need to continue after initial start-up. As noted from the 2005 MSAP funded magnets, the district has supported and sustained them, and they continue to thrive.

In summary, initial "seed money" is sought to provide the infrastructure for the IB Continuum so that the program can be supported by the district once the initial funding is no longer available. A major portion of the federal funds will be used for initial oversight and project development, teacher training, and to purchase the necessary supplies and equipment needed to develop the curriculum and implement the magnet IB themes. Administrative support staff will be hired just for the duration of the funding.

As noted in the budget narrative, funding is requested for 1 FTE at the elementary level and 1.5 FTE at the middle school level. These additional teaching positions are necessary to

provide the foreign language requirement of the IB Program. These teaching positions will be funded by the grant. Once funding is no longer available, the principals have agreed to assume the funding of these positions. They will not be eliminated because they are critical to the full and appropriate implementation of the IB magnet program.

Outside support for the magnet program has already been obtained from a strong mix of businesses and professional groups. Local business/community partners for the schools and their parental groups have all approved the magnet school plan and agree that it is vital to have strong and inviting program in their area in order to provide a diverse student body and to improve the academic achievement of individual students, as noted in Appendix B.

Any additional costs associated with the **International Baccalaureate Continuum** after the grant award period are not major in the context of the district budget. The curriculum facilitators, working with a *highly qualified* faculty, will have developed an on-site leadership team who will maintain the magnet program at the elementary, middle, and high schools with guidance from district level coordinators and directors. The principals and curriculum specialists at these schools will be well prepared to assume the operation of these programs. The goal is to develop on-site leadership and commitment to the IB Continuum so each magnet school operates with a site-based management team coupled with continuous support from the district. This recipe for success began and is currently operating in the district's 26 magnets which have been created over a 19 year span. The district's philosophy has served the students and their families well. As Collins (2001) noted in *Good To Great*, when he reviewed companies who experienced good-to-great transformations, the one word that kept coming to mind was *consistency*. With that said, site-based management coupled with on-going, continuous support of these three targeted magnet schools is the district's consistent recipe of magnet school success.

Project Narrative

Project Narrative-Desegregation Plan Information Form-Download form from the program's website and upload form here.

Attachment 1:
Title: **Richland Two Desegregation Plan** Pages: **81** Uploaded File: **Richland Two Desegregation Plan.pdf**

IV. DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan ***(Check One & Attach the Appropriate Documents)***	
☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies. Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any desegregation plan modification should be mailed to: Anna Hinton US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm 4W229 Washington, DC 20202-5970	☑ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964. Attach the Following Documents • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

CHILDS & HALLIGAN

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October 7, 2009

VIA E-MAIL AND U.S. MAIL
Dr. Arlene Bakutes
Director, Community Relations and Partnerships
Richland School District Two
6831 Brookfield Road
Columbia, SC 29206

Re: Magnet Schools Assistance Program Grant

Dear Arlene:

I understand that the District is applying for a Magnet Schools Assistance Program ("MSAP") grant and that your initiative is to create an "International Baccalaureate Continuum" by offering the research based program at Windsor Elementary, EL Wright Middle, and Richland Northeast High School. I further understand that the main goals of the grant are to reduce minority isolation, increase academic rigor, and sustain the program once the funding has ceased. I would suggest that you include with your application a copy of the District's voluntary plan of desegregation entered into with the Department of Health, Education, and Welfare, now administered under the Department of Education's Office for Civil Rights. I also suggest you enclose the April 23, 1970, letter that references the Board's telegram of April 14, 1970, confirming the desegregation plans submitted by the District on April 9, 1970. I understand you have copies of these documents.

Please let me know if you need additional information or additional copies of these documents.

With kind regards, I am

Sincerely yours,

Kathryn Long Mahoney

/slw

Historical Enrollment Table
Richland School District Two
1987-2009 Official Membership

Windsor Elementary School

	African American		American		Caucasian American		Hispanic American		Native American		Other		Grand Total		Total Minority	
Year	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1987-1988	221	26.5%	16	1.9%	590	70.7%	6	0.7%	2	0.2%	0	0.0%	835	100%	245	29.3%
1988-1989	248	26.6%	26	2.8%	646	69.4%	10	1.1%	1	0.1%	0	0.0%	931	100%	285	30.6%
1989-1990	254	28.4%	28	3.1%	598	66.8%	13	1.5%	2	0.2%	0	0.0%	895	100%	297	33.2%
1990-1991	260	30.3%	30	3.5%	550	64.0%	16	1.9%	3	0.3%	0	0.0%	859	100%	309	36.0%
1991-1992	267	32.4%	31	3.8%	502	60.9%	20	2.4%	4	0.5%	0	0.0%	824	100%	322	39.1%
1992-1993	216	30.9%	25	3.6%	442	63.3%	12	1.7%	3	0.4%	0	0.0%	698	100%	256	36.7%
1993-1994	237	33.8%	24	3.4%	423	60.3%	12	1.7%	5	0.7%	0	0.0%	701	100%	278	39.7%
1994-1995	258	36.6%	23	3.3%	404	57.4%	12	1.7%	7	1.0%	0	0.0%	704	100%	300	42.6%
1995-1996	280	39.5%	22	3.1%	385	54.4%	13	1.8%	8	1.1%	0	0.0%	708	100%	323	45.6%
1996-1997	293	41.4%	33	4.7%	367	51.8%	14	2.0%	1	0.1%	0	0.0%	708	100%	341	48.2%
1997-1998	317	44.7%	31	4.4%	339	47.8%	20	2.8%	2	0.3%	0	0.0%	709	100%	370	52.2%
1998-1999	342	46.5%	33	4.5%	331	45.0%	29	3.9%	1	0.1%	0	0.0%	736	100%	405	55.0%
1999-2000	367	48.1%	35	4.6%	322	42.2%	39	5.1%	0	0.0%	0	0.0%	763	100%	441	57.8%
2000-2001	369	50.1%	38	5.2%	288	39.1%	41	5.6%	0	0.0%	0	0.0%	736	100%	448	60.9%
2001-2002	429	51.7%	61	7.3%	307	37.0%	32	3.9%	1	0.1%	0	0.0%	830	100%	523	63.0%
2002-2003	443	51.8%	70	8.2%	292	34.2%	50	5.8%	0	0.0%	0	0.0%	855	100%	563	65.8%
2003-2004	420	53.0%	71	9.0%	260	32.8%	42	5.3%	0	0.0%	0	0.0%	793	100%	533	67.2%
2004-2005	494	55.6%	79	8.9%	224	25.2%	88	9.9%	1	0.1%	2	0.2%	888	100%	664	74.8%
2005-2006	495	58.1%	70	8.2%	195	22.9%	92	10.8%	0	0.0%	0	0.0%	852	100%	657	77.1%
2006-2007	449	70.9%	19	3.0%	87	13.7%	63	10.0%	0	0.0%	15	2.4%	633	100%	546	86.3%
2007-2008	432	70.5%	8	1.3%	82	13.4%	83	13.5%	1	0.2%	7	1.1%	613	100%	531	86.6%
2008-2009	403	66.1%	5	0.8%	77	12.6%	108	17.7%	2	0.3%	15	2.5%	610	100%	533	87.4%

Historical Enrollment Table
Richland School District Two
School Enrollment
1987-2009 Official Membership

E. L. Wright Middle School

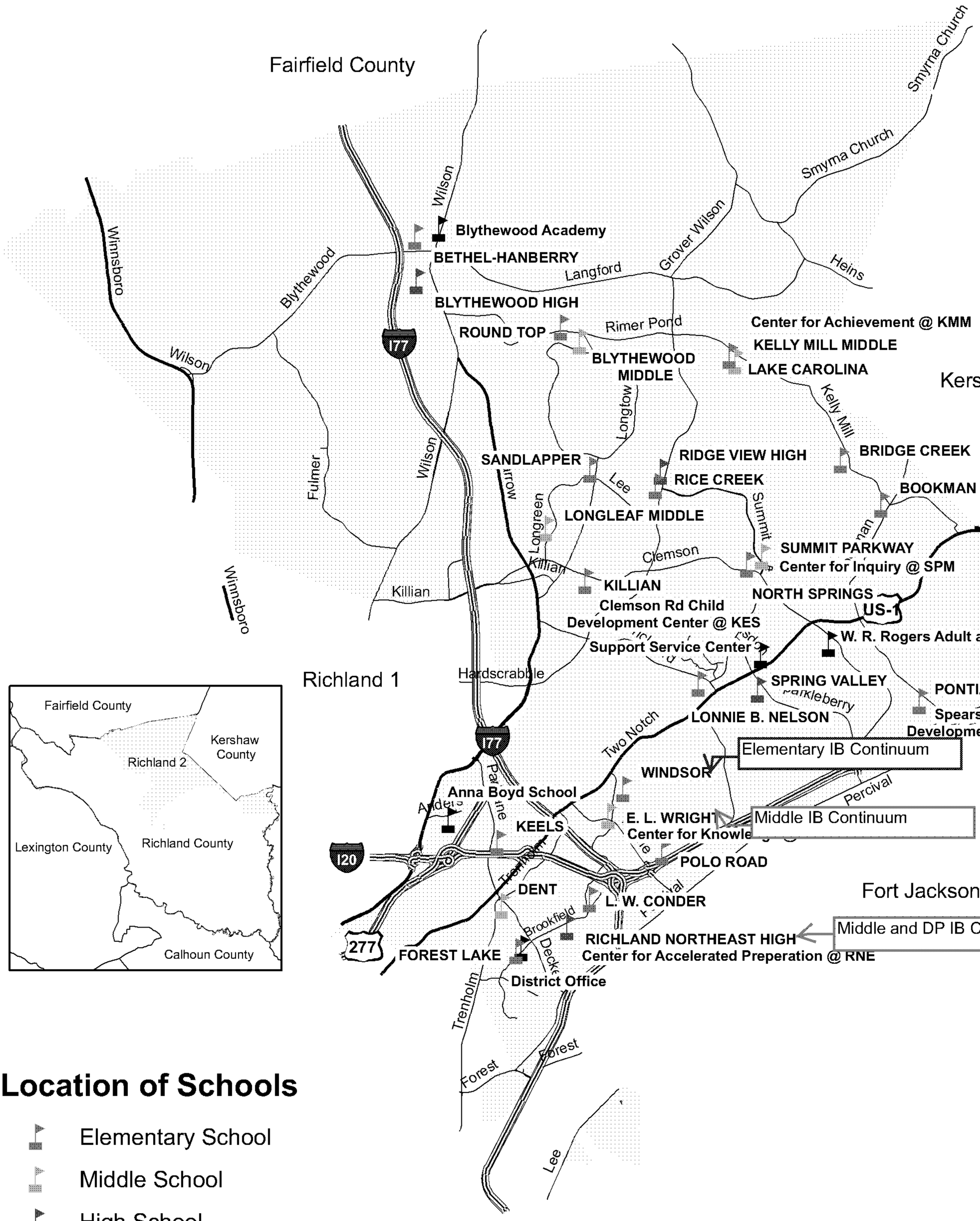
	African American		Asian American		Caucasian American		Hispanic American		Native American		Other		Grand Total		Total Minority	
Year	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1987-1988	377	25.9%	50	3.4%	1006	69.1%	20	1.4%	3	0.2%	0	0.0%	1456	100%	450	30.9%
1988-1989	412	26.5%	53	3.4%	1056	67.9%	32	2.1%	3	0.2%	0	0.0%	1556	100%	500	32.1%
1989-1990	330	25.8%	27	2.1%	882	69.1%	16	1.3%	1	0.1%	21	1.6%	1277	100%	289	22.6%
1990-1991	248	24.9%	0	0.0%	708	71.0%	0	0.0%	0	0.0%	41	4.1%	997	100%	289	29.0%
1991-1992	426	37.1%	33	2.9%	674	58.7%	13	1.1%	2	0.2%	0	0.0%	1148	100%	474	41.3%
1992-1993	450	40.5%	33	3.0%	614	55.2%	14	1.3%	1	0.1%	0	0.0%	1112	100%	498	44.8%
1993-1994	480	44.0%	34	3.1%	558	51.1%	18	1.6%	1	0.1%	0	0.0%	1091	100%	535	49.0%
1994-1995	515	45.9%	35	3.1%	551	49.1%	20	1.8%	1	0.1%	0	0.0%	1122	100%	571	50.9%
1995-1996	536	49.5%	35	3.2%	488	45.1%	23	2.1%	1	0.1%	0	0.0%	1083	100%	595	54.9%
1996-1997	556	49.6%	35	3.1%	507	45.3%	20	1.8%	2	0.2%	0	0.0%	1120	100%	613	54.7%
1997-1998	563	51.2%	36	3.3%	473	43.0%	25	2.3%	2	0.2%	0	0.0%	1099	100%	626	57.0%
1998-1999	570	53.5%	31	2.9%	444	41.7%	20	1.9%	1	0.1%	0	0.0%	1066	100%	622	58.3%
1999-2000	577	55.9%	26	2.5%	414	40.1%	15	1.5%	1	0.1%	0	0.0%	1033	100%	619	59.9%
2000-2001	587	55.3%	30	2.8%	426	40.2%	16	1.5%	2	0.2%	0	0.0%	1061	100%	635	59.8%
2001-2002	665	57.0%	42	3.6%	439	37.6%	18	1.5%	3	0.3%	0	0.0%	1167	100%	728	62.4%
2002-2003	688	57.4%	37	3.1%	431	36.0%	34	2.8%	3	0.3%	5	0.4%	1198	100%	767	64.0%
2003-2004	738	58.5%	35	2.8%	434	34.4%	47	3.7%	3	0.2%	5	0.4%	1262	100%	828	65.6%
2004-2005	691	57.2%	44	3.6%	417	34.5%	50	4.1%	1	0.1%	5	0.4%	1208	100%	791	65.5%
2005-2006	707	60.2%	43	3.7%	359	30.6%	57	4.9%	0	0.0%	9	0.8%	1175	100%	816	69.4%
2006-2007	749	62.0%	54	4.5%	337	27.9%	62	5.1%	0	0.0%	7	0.6%	1209	100%	872	72.1%
2007-2008	633	59.3%	55	5.1%	312	29.2%	60	5.6%	0	0.0%	8	0.7%	1068	100%	756	70.8%
2008-2009	633	59.4%	61	5.7%	311	29.2%	55	5.2%	2	0.2%	3	0.3%	1065	100%	754	70.8%

Historical Enrollment Table
Richland School District Two
School Enrollment
1987-2009 Official Membership

Richland Northeast High School

	African American		Asian American		Caucasian American		Hispanic American		Native American		Other		Grand Total		Total Minority	
Year	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1987-1988	733	41.1%	55	3.1%	960	53.8%	35	2.0%	1	0.1%	0	0.0%	1784	100.0%	824	46.2%
1988-1989	770	44.4%	65	3.7%	862	49.7%	37	2.1%	0	0.0%	0	0.0%	1734	100.0%	872	50.3%
1989-1990	821	47.2%	33	1.9%	816	46.9%	18	1.0%	0	0.0%	52	3.0%	1740	100.0%	924	53.1%
1990-1991	872	50.0%	0	0.0%	770	44.1%	0	0.0%	0	0.0%	103	5.9%	1745	100.0%	975	55.9%
1991-1992	768	46.4%	52	3.1%	752	45.4%	81	4.9%	2	0.1%	0	0.0%	1655	100.0%	903	54.6%
1992-1993	736	45.1%	42	2.6%	773	47.4%	78	4.8%	2	0.1%	0	0.0%	1631	100.0%	858	52.6%
1993-1994	809	46.4%	47	2.7%	807	46.3%	78	4.5%	2	0.1%	0	0.0%	1743	100.0%	936	53.7%
1994-1995	882	47.6%	51	2.8%	840	45.3%	78	4.2%	2	0.1%	0	0.0%	1853	100.0%	1013	54.7%
1995-1996	955	48.6%	56	2.8%	874	44.5%	78	4.0%	2	0.1%	0	0.0%	1965	100.0%	1091	55.5%
1996-1997	982	51.8%	62	3.3%	769	40.5%	82	4.3%	2	0.1%	0	0.0%	1897	100.0%	1128	59.5%
1997-1998	930	51.0%	54	3.0%	738	40.5%	97	5.3%	3	0.2%	0	0.0%	1822	100.0%	1084	59.5%
1998-1999	939	53.5%	56	3.2%	665	37.9%	92	5.2%	2	0.1%	0	0.0%	1754	100.0%	1089	62.1%
1999-2000	911	55.2%	58	3.5%	592	35.9%	87	5.3%	1	0.1%	0	0.0%	1649	100.0%	1057	64.1%
2000-2001	1013	59.0%	54	3.1%	563	32.8%	86	5.0%	1	0.1%	0	0.0%	1717	100.0%	1154	67.2%
2001-2002	1058	62.2%	45	2.6%	521	30.6%	74	4.4%	3	0.2%	0	0.0%	1701	100.0%	1180	69.4%
2002-2003	1036	62.5%	33	2.0%	507	30.6%	66	4.0%	4	0.2%	11	0.7%	1657	100.0%	1150	69.4%
2003-2004	1103	64.4%	40	2.3%	482	28.1%	72	4.2%	5	0.3%	11	0.6%	1713	100.0%	1231	71.9%
2004-2005	989	63.1%	38	2.4%	446	28.4%	79	5.0%	3	0.2%	13	0.8%	1568	100.0%	1122	71.6%
2005-2006	1016	64.4%	33	2.1%	417	26.4%	87	5.5%	1	0.1%	24	1.5%	1578	100.0%	1161	73.6%
2006-2007	1024	65.8%	32	2.1%	373	24.0%	105	6.7%	2	0.1%	21	1.3%	1557	100.0%	1184	76.0%
2007-2008	1019	67.5%	29	1.9%	335	22.2%	100	6.6%	3	0.2%	24	1.6%	1510	100.0%	1175	77.8%
2008-2009	1034	68.9%	31	2.1%	320	21.3%	92	6.1%	2	0.1%	22	1.5%	1501	100.0%	1181	78.7%

Location of Schools in Richland School District 2



Location of Schools

- Elementary School
- Middle School
- High School
- Other District Sites
- Richland 2 Boundary

0 0.5 1 2 3 4 Miles

N W E S

DISCLAIMER: This is a product of the Richland School District Two Planning Department. The data depicted here has been developed with cooperation from other district departments as well as other federal, state, and local agencies. Efforts have been made to ensure the accuracy of this map. Richland School District Two disclaims liability that may arise from the use of this map.

Richland School District Two
Planning Department
6831 Brookfield Rd.
Columbia, SC 29203
Phone: (803) 738-3229

PR/Award # U165A100066

Clemson T. Hist Soc

Richland #2

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20201

APR 23 1970

Mr. Cyril O. Havird
Superintendent
School District #2 of Richland County
6831 Broodfield Road
Columbia, South Carolina 29206

Dear Superintendent Havird:

We have received the Board's telegram of April 14, 1970, confirming the desegregation plan submitted by Mr. H. Simmons Tate on April 9, 1970, for School District #2 of Richland County, South Carolina, and find it adequate to accomplish the purposes of Title VI of the Civil Rights Act of 1964.

It is our understanding that by September 1970 all of the schools in Richland County #2 will be unitized. It is our further understanding that:

1. All students in grades 10-12 will attend Spring Valley High School.

2. All students in grades 8-9 will be zoned to attend the Hanberry or Dentsville Schools. The projected attendance at Hanberry is 79 whites and 64 Negroes; at Dentsville it is 1353 whites and 177 Negroes.

3. All students in grades 6-7 will be zoned into the Bethel or Wright Middle Schools. Bethel will have approximately 51 whites and 61 Negroes; Wright will serve 1254 whites and 164 Negroes.

4. Zones will be established at the elementary school level to serve grades 1-5 at the Blythewood, Forest Lake, Keels, Condor, Windsor, and Nelson Schools. The following enrollment estimates have been projected:

	Negro	White
Blythewood	170	185
Forest Lake	617	67

Atlanta

Keels	578	98
Condor	623	51
Windsor	614	50
Nelson	607	112

5. The Andrew Jackson Vocational Rehabilitation School will continue to serve special education students on a desegregated basis.

6. The ratio of Negro to white teachers at each school in the district will approximate the ratio of Negro to white teachers throughout the district.

In addition, all facets of the operation of the school system as discussed in the plan will be conducted on a racially nondiscriminatory, nonsegregated basis. This includes faculties, facilities, services, activities, programs, and transportation, but is not limited thereto. In the event that it becomes necessary to reduce the total professional staff because of reorganization, we call your attention to Section 10 of the enclosed copy of the Policies on Elementary and Secondary School Compliance with Title VI of the Civil Rights Act of 1964 which is incorporated as a part of your plan.

The Board must also recognize its continuing responsibility to insure that all of the schools within Richland County District #2 remain completely desegregated in the future.

We believe the provisions outlined herein accurately describe the desegregation plan for the Richland County District #2 Schools which the Office for Civil Rights has agreed to accept.

It is important that within five (5) days of the date of this letter we obtain written confirmation of this plan as well as a properly signed copy of the Stipulation enclosed herewith so that we can quickly notify the State Education Agency that the deferral of applications for Federal assistance for new activities can be lifted. After this has occurred your district will be eligible to receive all classes of Federal financial assistance for which it is otherwise qualified.

If we can be of any further service to you as you implement your plan, please let us know.

Sincerely yours,
(Sgd.) J. Stanley Pottinger

J. Stanley Pottinger
Director, Office for Civil Rights

Enclosures

cc: Chief State School Officer
Regional Civil Rights Director

ADMINISTRATIVE PROCEEDING
IN THE
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL SCIENCE FOUNDATION

In the Matter of SCHOOL DISTRICT #2 OF RICHLAND COUNTY, SOUTH CAROLINA (hereinafter called "School District") and STATE DEPARTMENT OF EDUCATION OF SOUTH CAROLINA (hereinafter called "State Agency") Respondents.	DOCKET NO. CR-588 STIPULATION

The responsible Department official of the Department of Health, Education, and Welfare having advised the Respondent School District #2 of Richland County, South Carolina, of his determination that it was not in compliance with the requirements under Title VI of the Civil Rights Act of 1964 and of his inability to secure such compliance by voluntary means, and said Respondent being desirous of attaining compliance, the Office for Civil Rights of the Department of Health, Education, and Welfare and the School District #2 of Richland County hereby agree and stipulate:

1. Pursuant to the requirements of 45 CFR 80.4(c), the parties hereto, as the result of formal proceedings and informal negotiations have agreed upon a plan, dated April 9, 1970 and ratified by the Board

on April 14, 1970, copies of which are attached hereto as Appendix A and B, providing for the complete and adequate desegregation of the schools of the School District #2 of Richland County by the beginning of the 1970-71 school year.

2. The parties hereto desire the complete implementation of the plan aforesaid in all of its details by the opening of the 1970-71 school year, and the avoidance of certain formal proceedings for the vindication of rights or obligations thereunder.

3. In consideration of the foregoing, and in consideration of the restoration of the School District #2 of Richland County, South Carolina, to full eligibility to receive Federal assistance to which it might otherwise be entitled, the said school district hereby waives the right to Hearing and to review by the Reviewing Authority under section 602 of the Civil Rights Act of 1964 and the Regulations promulgated thereunder.

4. The School District #2 of Richland County, South Carolina, further agrees that in the event of default in the effectuation of any of the steps constituting part of the desegregation plan within the time therein provided, an Order for the termination, refusal to grant, or to continue Federal financial assistance to the said school district shall be entered by the Hearing Examiner upon affidavit of the Director of the Office for Civil Rights reciting that the school district has failed to carry out the plan for desegregation in accordance with its terms and the circumstances thereof. When obtained, the Order shall be deemed a Final Decision within the meaning of 45 CFR 80.10 provided

that the school district shall be given 15 days' written notice of intention to obtain such an Order, together with a copy of the Proposed Order, and provided, further, that the school district may seek review of such Order by the Secretary in accordance with section 80.10(e) of the Civil Rights Regulation of this Department.

5. The Department agrees to immediately lift the deferral on new applications for Federal financial assistance.

Respectfully submitted,

DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE

DATED: April 20, 1970 By: _____

SCHOOL DISTRICT #2 OF RICHLAND
COUNTY, SOUTH CAROLINA

DATED: By: _____

School District No. 2 of Richland County
6831 BROOKFIELD ROAD
Columbia, South Carolina 29206
OFFICE OF SUPERINTENDENT

April 13, 1970

Mr. Lloyd Henderson
Office of Civil Rights
Room 3018
GSA Regional Office Building
Seventh and D Streets
Washington, D. C. 20202

RE: Richland County, South Carolina
School District Two
(Document No. CR588)

Dear Mr. Henderson:

Confirming my telegram, this is to advise that the Board of this school district has accepted and ratified the desegregation plan submitted in our behalf under letter dated April 9, 1970, signed by Mr. H. Simmons Tate, Jr.

Since your department and Board have agreed upon a plan, I would request that you so advise Dr. Cyril B. Busbee, South Carolina Superintendent of Education, by either telegram or telephone, if at all possible by April 15, 1970.

Yours very truly,

Cyril O. Havird
Superintendent

COH/fbh

CC: Dr. Cyril B. Busbee, State Superintendent of Education
Board Members, School District Two of Richland County

PR/Award # U165A100066

DOMESTIC SERVICE

Check the class of service desired; otherwise this message will be sent as a full-rate telegram

FULL RATE TELEGRAM | SERIAL

DAY LETTER | NIGHT LETTER

WESTERN UNION

W. P. MARSHALL, PRESIDENT

NO. WDS.	CL. OF SVC.	TIME FILED

NO. WDS.	CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF

Send the following message, subject to the terms on back hereof, which are hereby agreed to

APRIL 14, 19 70

To MR. LLOYD HENDERSON OFFICE OF CIVIL RIGHTS

Street and No. ROOM 3018 GSA REGIONAL OFFICE BUILDING SEVENTH AND D STREETS

Care of or Apt. No.

Place WASHINGTON D C 20202

THE BOARD OF RICHLAND COUNTY, SOUTH CAROLINA, SCHOOL DISTRICT TWO ACCEPTS AND RATIFIES THE DESEGREGATION PLAN SUBMITTED TO YOU BY MR. TATE UNDER DATE OF APRIL 9, 1970 LETTER FOLLOWS

CYRIL O. HAVILAND, SUPERINTENDENT
SCHOOL DISTRICT TWO OF RICHLAND COUNTY
6831 BROOKFIELD ROAD
COLUMBIA, SOUTH CAROLINA 29204

Sender's name and address (For reference)

Sender's telephone number

OFFICE COPY

BOYD, BRUTON, KNOWLTON & TATE
ATTORNEYS AT LAW
BARRINGER BUILDING
COLUMBIA, SOUTH CAROLINA 29201

W. C. BOYD
CHARLES W. KNOWLTON
H. SIMMONS TATE, JR.
KIRKMAN FINLAY, JR.
WILLIAM C. BOYD, III
FRANCIS P. HOOD
J. DONALD DIAL, JR.
JOHN H. LUMPKIN, JR.

TELEPHONE AL 3-7081
AREA CODE 803

JOHN C. BRUTON
1907-1969

April 9, 1970

Jerry H. Luck, Esq.
Office of the General Counsel
Room 3642 GSA Regional Office Bldg.
7th and D Streets
Washington, D. C. 20207

Re: School District No. 2 of Richland County
(South Carolina)

Dear Mr. Luck:

I enclose a revised de-segregation plan dated April 9, 1970, in accordance with our telephone conferences.

Based on the best information available to the district (primary current [1969-70] enrollments and the district housing patterns), the estimated projected enrollments of each of the schools in the district will be as follows:

School and Grades	Projected Attendance
Spring Valley High School (Grades 10-12)	W - 1637 N - 262 1899
Hanberry (Grades 8-9)	W - 79 N - 64 143
Dentsville (Grades 8-9)	W - 1353 N - 177 1530

School and Grades	Projected Attendance
Bethel Middle School (Grades 6-7)	W - 51 N - 61 112
Wright Middle School (Grades 6-7)	W -1254 N - 164 1418
Blythewood (Grades 1-5)	W - 170 N - 185 355
Forest Lake (Grades 1-5)	W - 617 N - 67 684
Keels (Grades 1-5)	W - 578 N - 98 676
Conder (Grades 1-5)	W - 623 N - 51 674
Windsor (Grades 1-5)	W - 614 N - 50 664
Nelson (Grades 1-5)	W - 607 N - 112 719
Andrew Jackson Vocational Rehabilitation School (Grades 7-12)	W - 47 N - 38 85

Note: Andrew Jackson Vocational Rehabilitation School is a small special education facility which students with low educational aptitude are eligible to attend on a voluntary basis. Eligibility is determined by psychological testing and/or evaluation. The above projection for this school is based on enrollments for this year.

These projections show that, assuming students living in the several zones attend the public schools and the housing pattern does not substantially change, each school will be fully de-segregated. Because of these uncertainties and because of the difficulty of projecting what school enrollments will be due to the rapid expansion of housing in the district (principally in the environs of Columbia), these projections may vary from actual enrollments in September. However, since they are based upon the existing housing patterns, we expect a completely de-segregated system in September 1970.

It is our understanding, based upon our telephone conversations, that variance of actual enrollments from the projections would not be a ground for an affidavit by an official of the Department of Health, Education and Welfare (pursuant to the stipulation executed) that the district had failed to implement the enclosed plan, provided all students attending public school in the district attend the schools designated for the zones in which they live. With this understanding, this letter may be considered incorporated as a part of the de-segregation plan referred to above.

Since the district has a continuing obligation to maintain a unitary school system, this agreement would not preclude action on the part of the Department of Health, Education and Welfare to commence new compliance proceedings in accordance with its regulations if, in the opinion of the responsible department officials, such proceedings are appropriate under applicable law and regulations.

Very truly yours,

H. Simmons Tate, Jr.

HSTjr:bb

Enclosure

cc: Superintendent Cyril O. Havird
District School Board Members

TO; Department of Health, Education and Welfare

SUBJECT: Proposed De-segregation Plan, School District No. 2 of Richland County (South Carolina)

DATE: April 9, 1970

I. Pupil De-segregation. The district proposes to adopt zones to accomplish the de-segregation of pupils. The schools involved and the zones from which they will draw are as follows:

School and Grades	Zone (Map Reference)
Spring Valley High School* (Grades 10-12)	Entire district
Hanberry (Grades 8-9)	Map 1
Dentsville (Grades 8-9)	Map 1
Bethel Middle School (Grades 6-7)	Map 1
Wright Middle School (Grades 6-7)	Map 1
Blythewood (Grades 1-5)	Map 1
Forest Lake (Grades 1-5)	Map 2
Keels (Grades 1-5)	Map 3
Conder (Grades 1-5)	Map 4
Windsor (Grades 1-5)	Maps 5 and 5A
Nelson (Grades 1-5)	Maps 6 and 6A

*If Spring Valley High School is not ready for occupancy by the opening of school in September 1970, these high school classes will be delayed until the school can be occupied.

School and Grades	Zone (Map Reference)
Andrew Jackson Vocational Rehabilitation School (Grades 7-12)	Entire district

Note: Andrew Jackson Vocational Rehabilitation School is a small special education facility which students with low educational aptitude are eligible to attend on a voluntary basis. Eligibility is determined by psychological testing and/or evaluation.

Attached hereto is also Map 7 showing the entire district (except for a small upper portion of the district north of Blythewood) with the elementary zones shown. This map is the only one of reasonable size available showing the entire district. The maps (2, 3, 4, 5 and 6) showing metropolitan Columbia are more accurate, but these, as well as maps 1, 5A, 6A and 7, are somewhat outdated and do not show some new streets and residential areas.

Because of the inadequacy of the maps and the rapid population growth of the district, the district must retain some flexibility in the precise zone lines, reserving the right to move the lines several streets or roads for administrative reasons, such as capacity of schools, unexpected new enrollment and more logical and direct bus routes.

II. Faculty De-segregation. The ratio of black to white teachers at each school in the district will approximate the ratio of black to white teachers throughout the district. The district will recruit, hire, assign, promote, pay, demote and dismiss its professional staff without discrimination on the ground of race, color, or national origin. If there is a

reduction in the total professional staff of a school system, or professional staff members are to receive assignments of lower status or pay, the staff members to be released or demoted will be selected from all the school system's professional staff members without regard to race, color, or national origin and on the basis of objective and reasonable standards. In addition, in such a situation, no staff vacancy may be filled through recruitment from outside the system unless school officials first determine that none of the displaced staff members is qualified to fill the vacancy.

Professional staff refers to staff members who are responsible for the education of students, and includes administrators, supervisors, and principals; teachers and other instructional staff; special services personnel; and such other staff members as student teachers and teacher aides.

Respectufl1y submitted,

BOYD, BRUTON, KNOWLTON & TATE

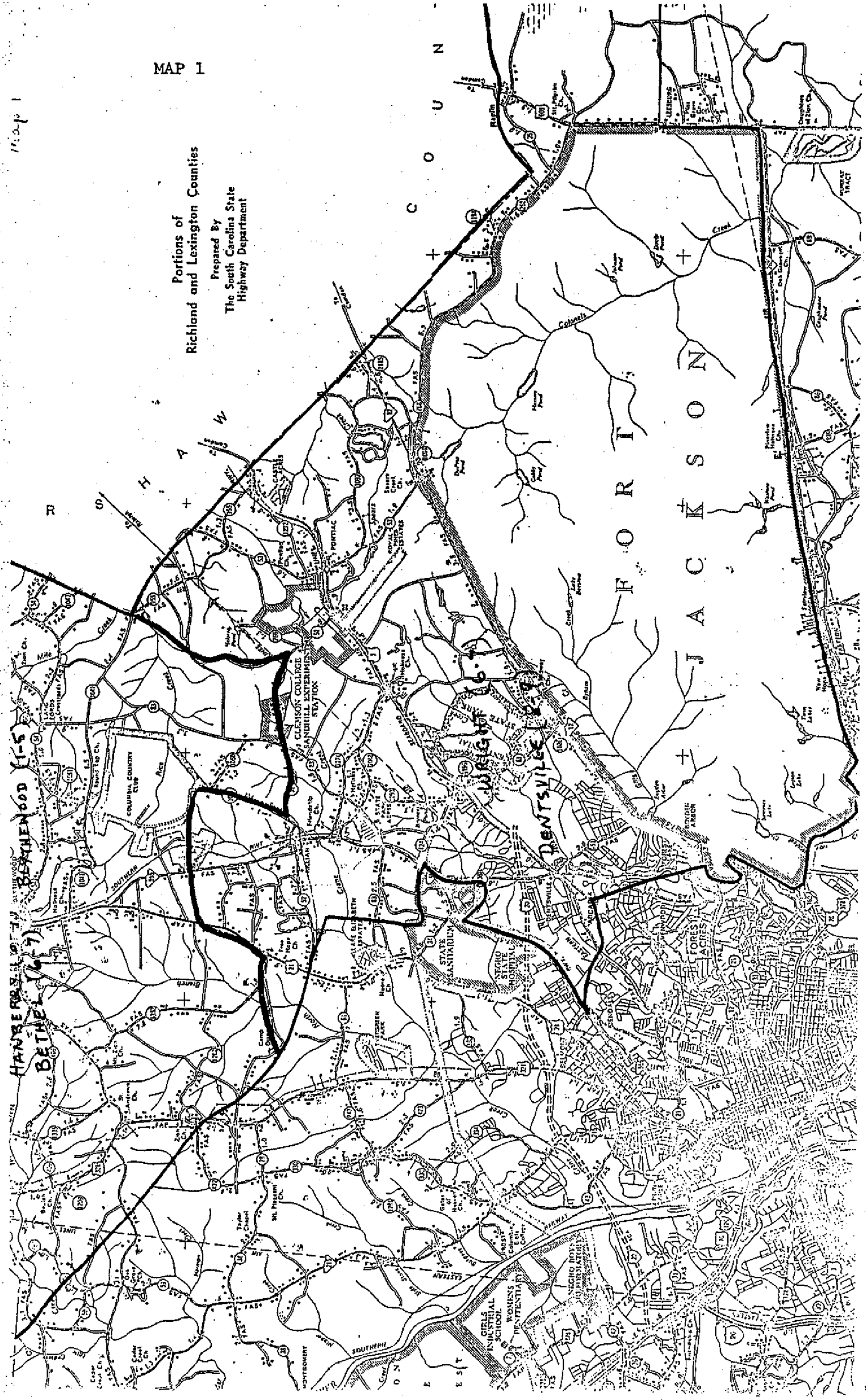
Charles W. Knowlton

H. Simmons Tate, Jr.

1207 Barringer Building
Columbia, South Carolina 29201

Attorneys for School District
No. 2 of Richland County
(South Carolina)

MAP 1


Portions of
Richland and Lexington Counties
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The South Carolina State
Highway Department
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DENTSVILLE
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NEGRO
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HOSPITAL
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ACRES
GIRLS
INDUSTRIAL
SCHOOL
WOMENS
PENITENTIARY
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BLATHEWOOD
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Rice
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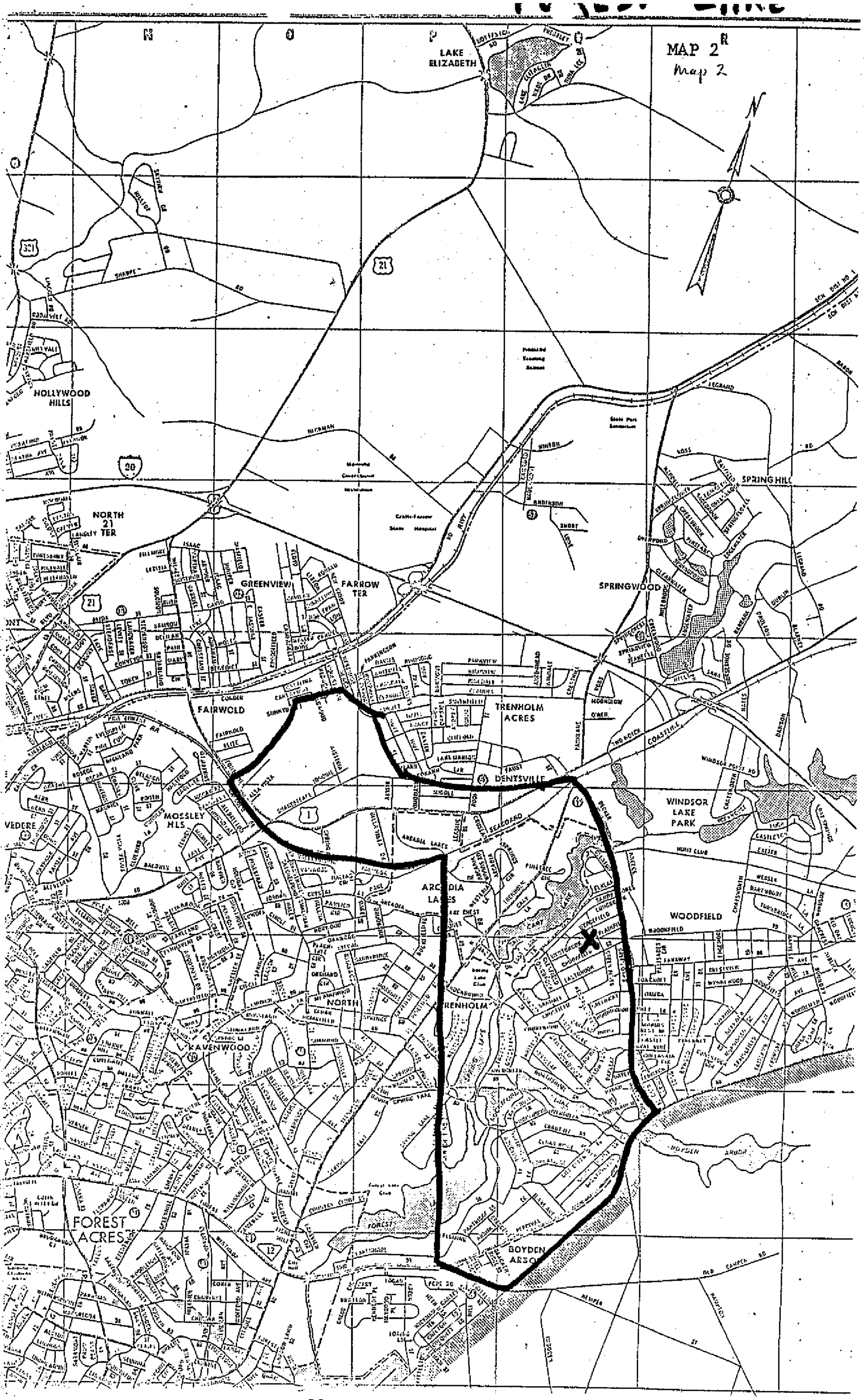
MAP 2R

Map 2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BOYDEN ARBOR
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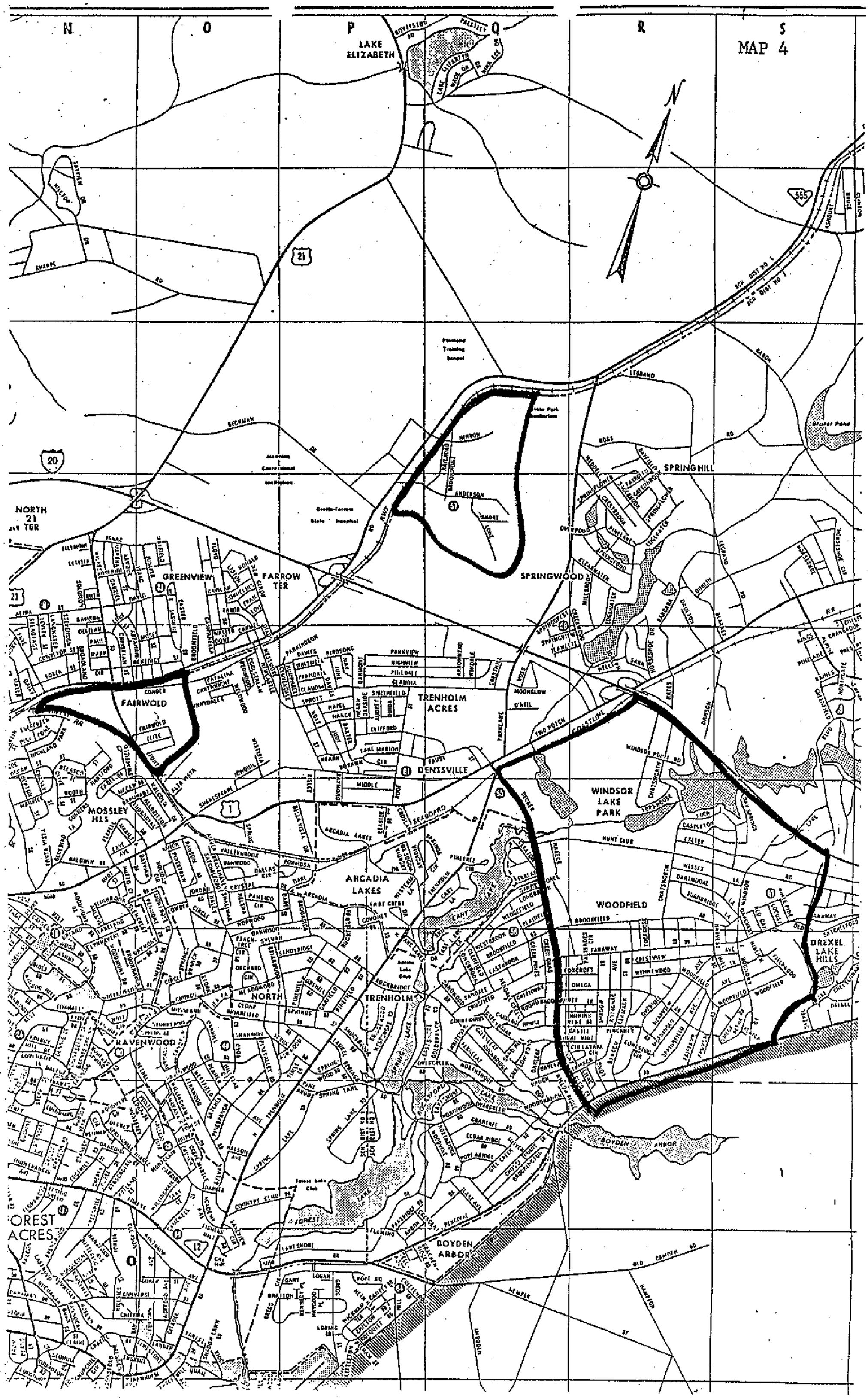
MAP 3

Map 3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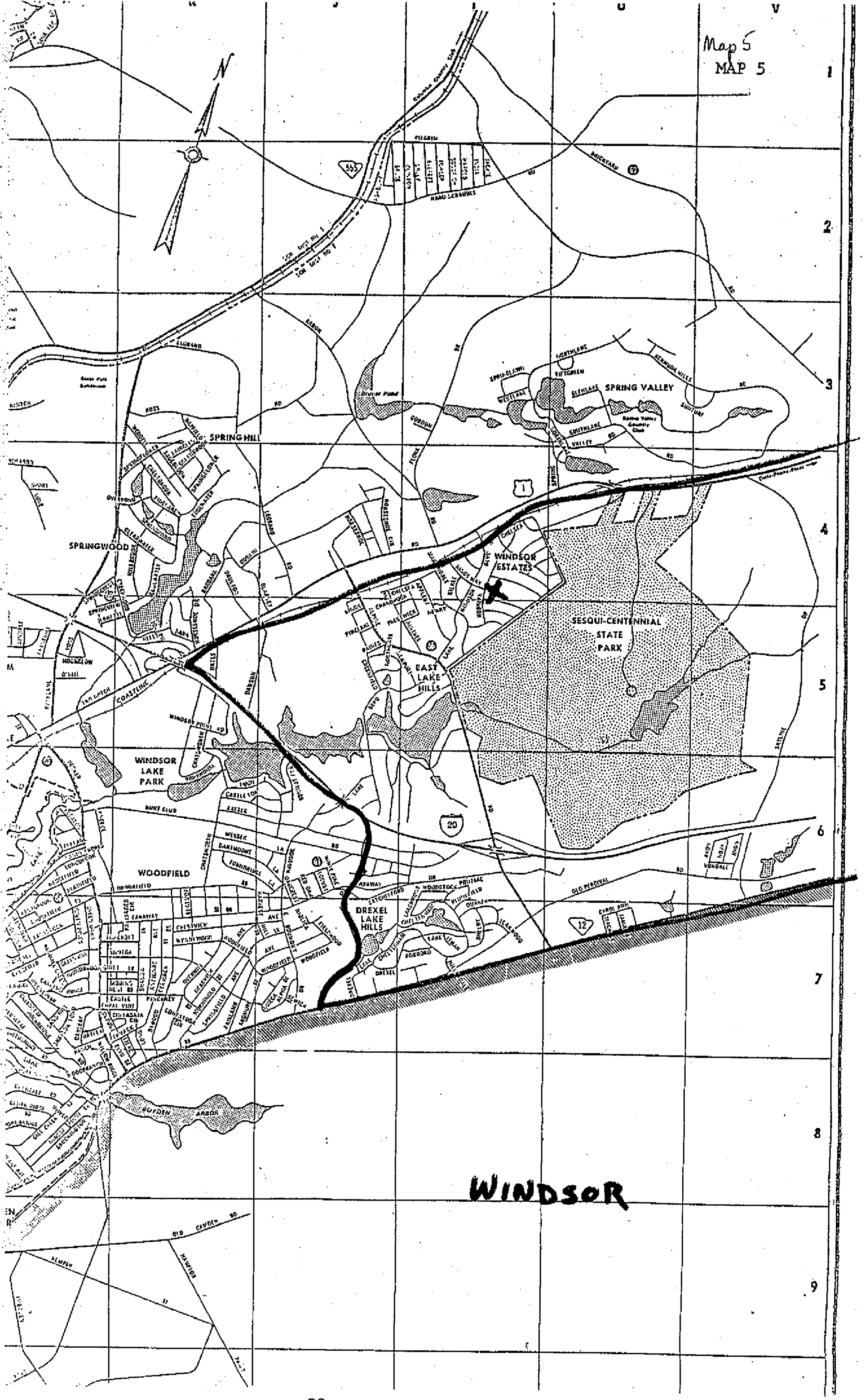
Map 5
MAP 5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EAST LAKE HILLS
WINDSOR LAKE PARK
WOODFIELD
DREXEL LAKE HILLS
HUYDEN ARBOR
WINDSOR

MAP 5A

WINDSOR
Map 5-A
Portions of
Richland and Lexington Counties
Prepared By
The South Carolina State
Highway Department
K E R S H A W
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J A C K S O N
CLEMSON COLLEGE
SANDHILL EXPERIMENT
STATION
COLUMBIA COUNTRY
CLUB
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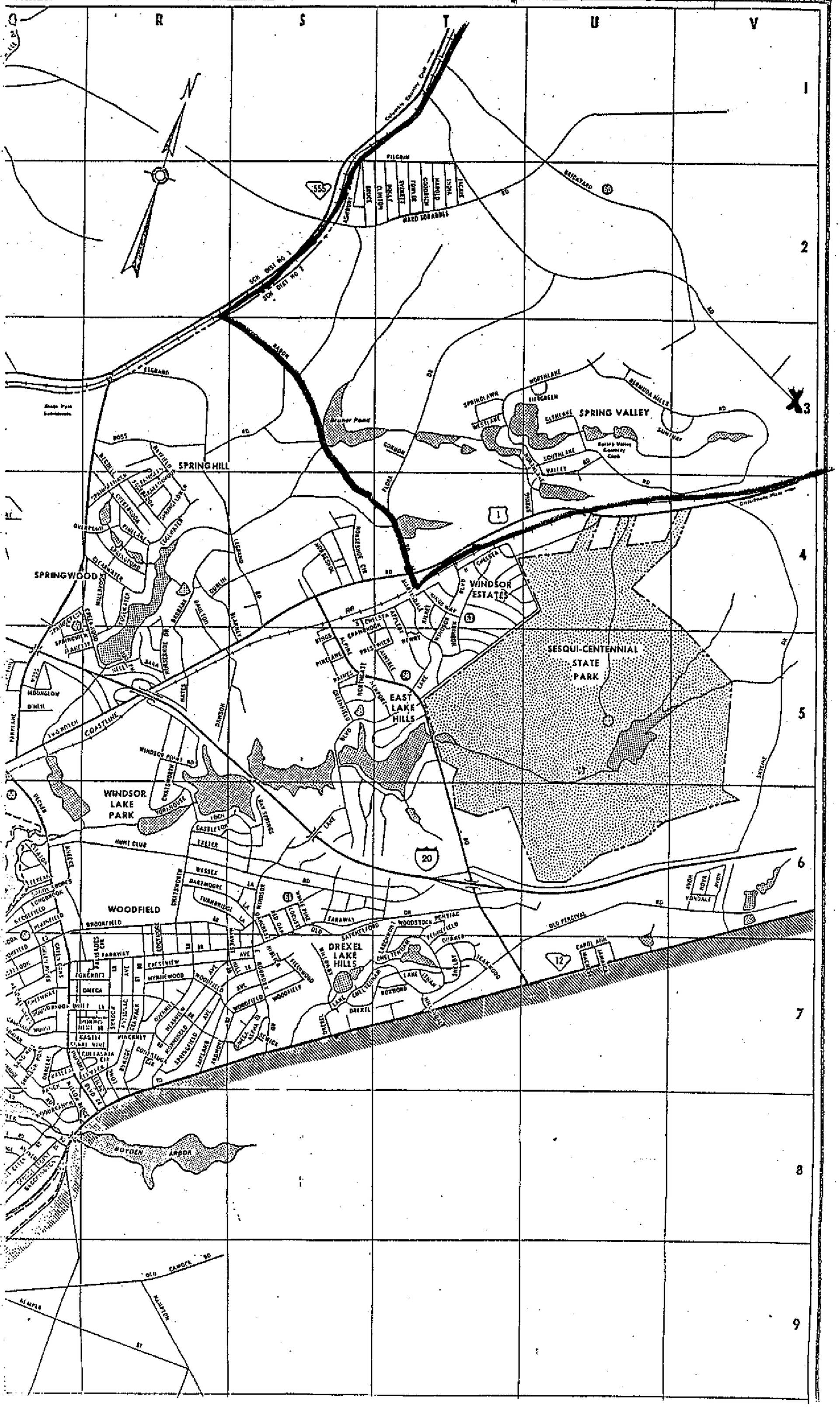
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Columbia Country Club
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CLINTON
DOLLY
EVERETT
FOWLER
GOODRICH
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JACKIE
WARD SCRAMBLE
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SCH DIST No 2
ELGRAND
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COASTLINE
HUNT CLUB
BROOKFIELD
DUBLIN
LEGEND
DAWSON
GORDON
ALORA
SPRINGLAWN
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EVERGREEN
WESTLAKE
GLENLAKE
SOUTHLAKE
VALLEY
BERMUDA HILLS
SUNTERRA
Berkley Valley Country Club
CHELSEA
KINGS WAY
WINDSOR
ALPINE
PINECREST
PARKES
GREENFIELD
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SKYLINE
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BARNMOOR
TURNBRIDGE
WHITE PINE
FARAWAY
DR
OLD PERCIVAL
WOODSTOCK
PONTIAC
FIELDFIELD
DURHAM
LARCHMONT
CHELTENHAM
LAKE VERNAM
BOXFORD
SHELBY
DEERFIELD
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JAMAICA
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PRIAward # LI165A100066

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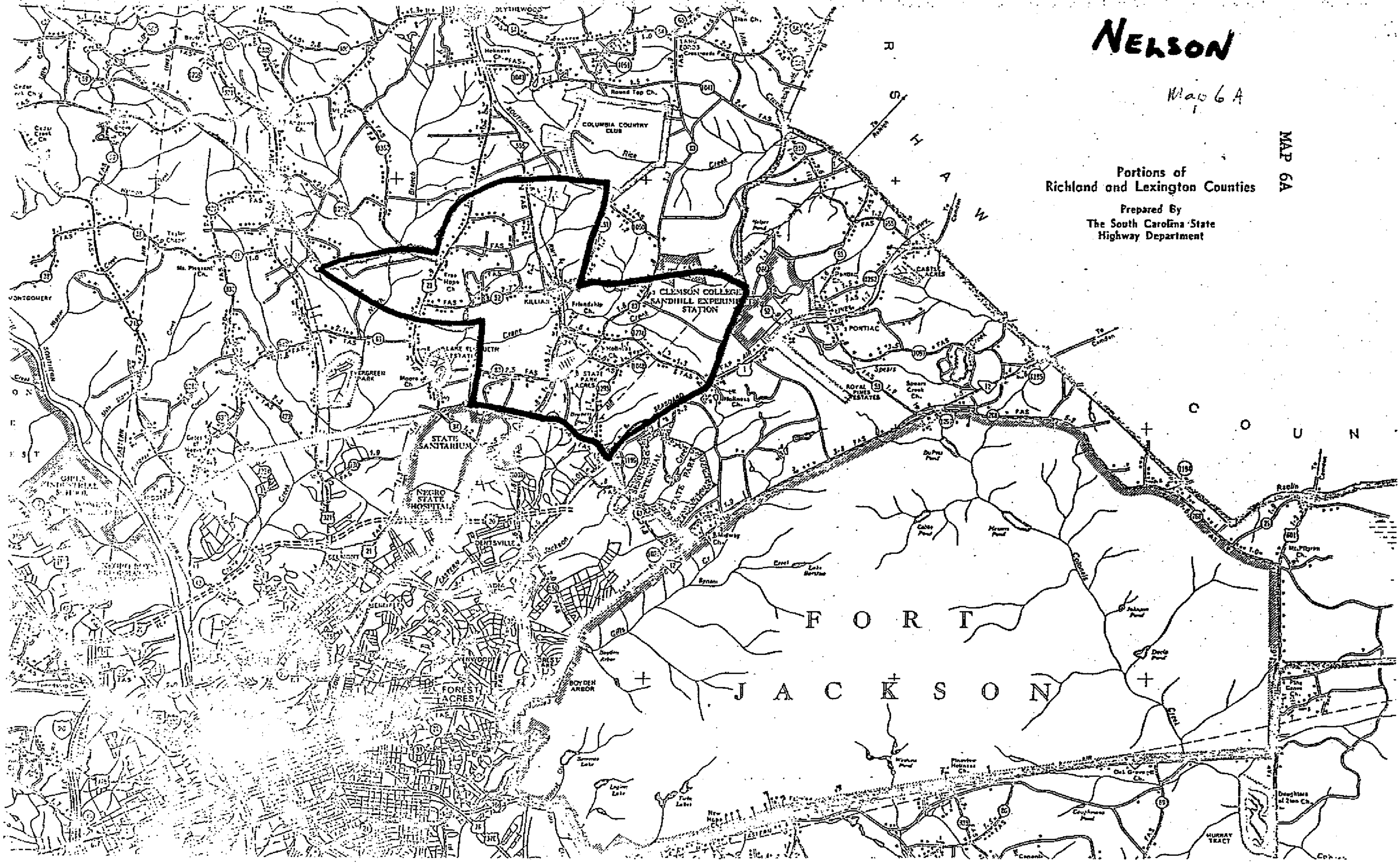
NELSON

Map 6A

MAP 6A

Portions of
Richland and Lexington Counties

Prepared By
The South Carolina State
Highway Department



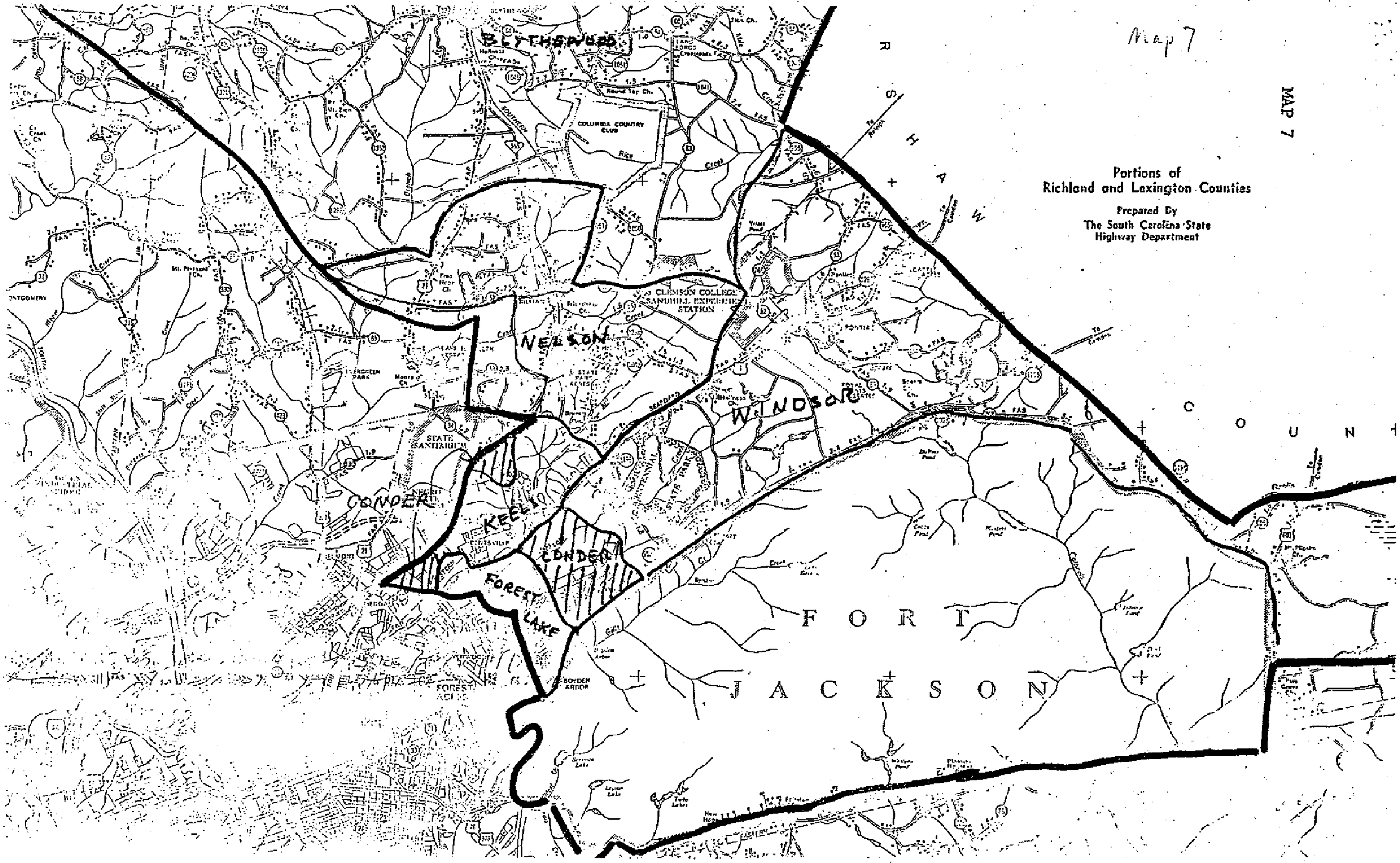
PR/Award # U165A100066

Map 7

MAP 7

Portions of
Richland and Lexington Counties

Prepared By
The South Carolina State
Highway Department



W. C. BOYD
CHARLES W. KNOWLTON
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KIRKMAN FINLAY, JR.
WILLIAM C. BOYD, III
FRANCIS P. MOOD
J. DONALD DIAL, JR.
JOHN H. LUMPKIN, JR.

BOYD, BRUTON, KNOWLTON & TATE
ATTORNEYS AT LAW
BARRINGER BUILDING
COLUMBIA, SOUTH CAROLINA 29201

TELEPHONE AL 3-70[illegible]
AREA CODE 803

JOHN C. BRUTON
1907-1969

July 13, 1970

DHEW-OCR-REGION
RECEIVED
AUG 3 1970
ATLANTA, GEORGIA

Mr. Stanley Pottinger
Director, Office for Civil Rights
Department of Health, Education & Welfare
Office of the Secretary
Washington, D. C. 20201

Re: Richland County School District No. Two
(South Carolina)

Dear Mr. Pottinger:

This is to advise that our client, Richland County School District No. Two proposes to make a zone change in the zoning plan heretofore agreed upon affecting two schools: Conder (grades 1-5) and Windsor (grades 1-5).

These changes are shown on the attached maps Revised Map 4 and Revised Map 5 (Conder and Windsor respectively). I have numbered the maps to conform with the maps previously submitted under date of April 9, 1970.

The effect of the zoning change is to zone the children living east of Decker Boulevard, south of Faraway Drive, west of Bywood Drive, Overhill Road and Morninglo Lane and north of Fort Jackson (all of which is shown as the shaded area on Revised Map 5 (Windsor) attached hereto, into the Windsor school. On the previous plan submitted, these children were zoned into Conder, but it appears that because of the zoning of black children into Conder from the non-contiguous areas, Conder would be severely overcrowded without taking these children out. These children are presently attending the Windsor school, and it for this reason that we propose sending them back to Windsor. In addition, the Windsor school will not be as crowded as previously anticipated and will have room for them.

JUL 17 1970

Revised estimated enrollment projections have been prepared based on more up-to-date data, the continuing growth of this district and the foregoing zone change, and is presented herewith:

School and Grades	Projected Attendance
Spring Valley High School (Grades 10-12)	W - 1700 N - 300 2000
Hanberry (Grades 8-9)	W - 79 N - 64 143
Dentsville (Grades 8-9)	W - 1361 N - 189 1550
Bethel Middle School (Grades 6-7)	W - 51 N - 61 112
Wright Middle School (Grades 6-7)	W - 1322 N - 149 1469
Blythewood (Grades 1-5)	W - 141 N - 159 300
Forest Lake (Grades 1-5)	W - 660 N - 90 750
Keels (Grades 1-5)	W - 586 N - 70 656
Conder (Grades 1-5)	W - 650 N - 50 700

School and Grades	Projected Attendance
Windsor (Grades 1-5)	W - 562 N - 11 573
Nelson (Grades 1-5)	W - 507 N - 220 727
Andrew Jackson Vocational Rehabilitation School (Grades 7-12)	W - 47 N - 38 85

Very truly yours,

H. Simmons Tate, Jr.

HSTjr:bb

Enclosures

cc: Superintendent Cyril O. Havird
District School Board Members

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NORTH 21 TER
GREENVIEW
FARROW TER
FAIRWOLD
TRENHOLM ACRES
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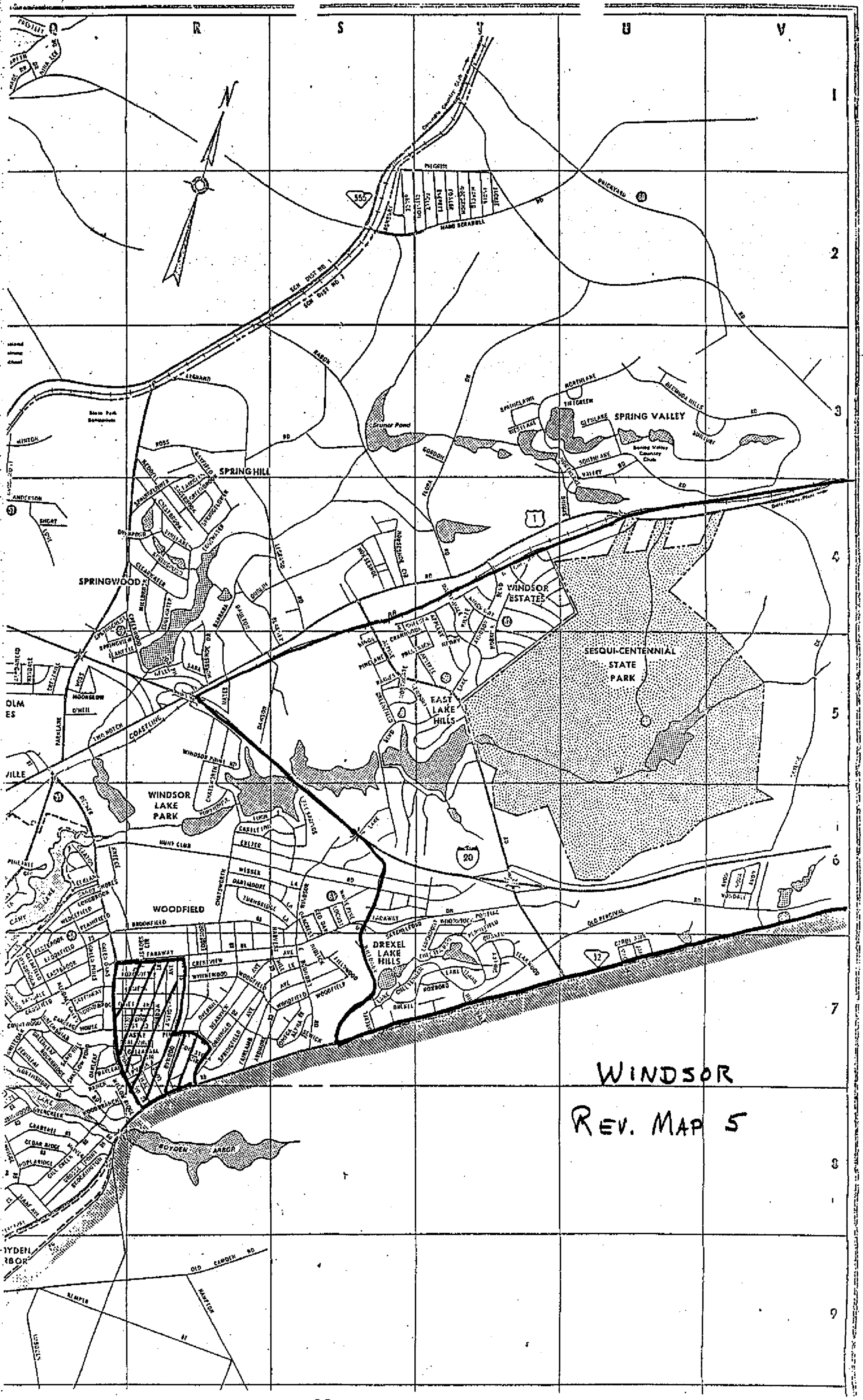
MOSSLEY HLS
ARCADIA LAKES
SPRINGWOOD
SPRING HILL
WINDSOR LAKE PARK
WOODFIELD
DREXEL LAKE HILLS
RAVENWOOD
NORTH
TRENHOLM
FOREST ACRES
BOYDEN ARBOR
CONDER
REV. MAP 4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EAST LAKE HILLS
WINDSOR LAKE PARK
DREXEL LAKE HILLS
WOODFIELD
SPRING HILL
Sturor Pond
BOYDEN ARBOR
Chester Country Club
Spring Valley Country Club
Windsor Estates
WINDSOR
REV. MAP 5

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF THE SECRETARY

WASHINGTON, D.C. 20201

JUL 31 1970

Mr. H. Simmons Tate, Jr.
Boyd, Bruton, Knowlton and Tate
Barringer Building
Columbia, South Carolina 29201

Dear Mr. Tate:

We have received your letter of July 13, 1970, advising us of the change in the zoning plan affecting the Conder and Windsor Schools. A review of the modifications indicates that they do not appreciably affect the ability of Richland County School District No. 2 to desegregate its schools. We therefore approve the change.

We are forwarding a copy of your letter to our Atlanta Regional Office. Any further changes or inquiries you may wish to submit to us should be addressed to:

Mr. Horace A. Bohannon
Acting Regional Civil Rights Director
DHEW/Office for Civil Rights
50 Seventh Street, N. E.
Atlanta, Georgia 30323

Sincerely yours,

Lloyd R. Henderson
Education Branch Chief
Office for Civil Rights

cc: Regional Civil Rights Director
Chief State School Officer
Superintendent Cyril O. Havird

August 7, 1970

Mr. Lawrence McIntosh, Attorney
Post Office Box 1540
Florence, South Carolina

Dear Lawrence:

Enclosed is our letter of June 1, 1970 which is a summary of the Richland District No. 1 Desegregation Plan.

Paragraph VIII pertains to the matter of high school seniors.

Yours very truly,

Charles W. Knowlton

CWK/jf

Enclosure

August 18, 1970

Mr. Horace A. Bohannon
Acting Regional Civil Rights Director
DHEW/Office for Civil Rights
50 Seventy Street, N. W.
Atlanta, Georgia 30323

Re: Richland County School District No. 2

Dear Mr. Bohannon:

As you know, the above District and HEW agreed upon a desegregation plan to be completed by the opening of school in September. As a part of the plan the new Spring Valley High School would be the only high school for the District.

It now appears that the construction for this school will not be completed by the scheduled opening date. We therefore propose the following solution: The high school students (grades 10-12) will attend the Dentsville School on Mondays, Tuesdays and Wednesdays. The Junior High School students (8-9) will attend the Dentsville School on Thursdays, Fridays and Saturdays. When the new high school is completed of course all of the high school students will attend school there and the Dentsville School will be used for grades 8-9 as planned.

This will result in each category of students being about 10 days behind in schedule. This will be made up in a manner satisfactory to the State Department of Education by reducing the number of holidays and in such other fashion as may be approved by the Department.

We trust that this will meet your approval as we have been able to find no other solution.

Yours very truly,

Charles W. Knowlton

CWK/jf

cc: Mr. Lloyd R. Henderson
Mr. Cyril O. Havird
District School Board Members

(Range ?)

D. Dockets

BOYD, BRUTON, KNOWLTON, TATE & FINLAY

JOHN C. BRUTON, 1907-1968

W. C. BOYD
CHARLES W. KNOWLTON
H. SIMMONS TATE, JR.
KIRKMAN FINLAY, JR.
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FRANCIS P. HOOD
J. DONALD DIAL, JR.
JOHN H. LUMPKIN, JR.

ATTORNEYS AT LAW
BARRINGER BUILDING
COLUMBIA, SOUTH CAROLINA 29201

TELEPHONE 803-253-7051

✓

August 18, 1970

Mr. Horace A. Bohannon
Acting Regional Civil Rights Director
DHEW/Office for Civil Rights
50 Seventy Street, N. W.
Atlanta, Georgia 30323

Re: Richland County School District No. 2

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DHEW-OCR-REGION IV
RECEIVED
AUG 20 1970
REGION IV
ATLANTA, GEORGIA

We trust that this will meet your approval as we have been able to find no other solution.

Yours very truly,

Charles W. Knowlton

CWK/jf

cc: Mr. Lloyd R. Henderson
Mr. Cyril O. Havird
District School Board Members

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

REGIONAL OFFICE
Region IV
50 Seventh Street, N. E.
Room 404
Atlanta, Georgia 30323

OFFICE OF
THE REGIONAL DIRECTOR

August 27, 1970

Mr. Charles W. Knowlton
Attorney at Law
Barringer Building
Columbia, South Carolina 29201

Dear Mr. Knowlton:

This acknowledges receipt of your letter dated August 18, 1970, on behalf of School District #2 of Richland County, South Carolina in which you propose an amendment to the district's desegregation plans that were accepted by a letter from this Office dated April 23, 1970. We find the amendment adequate to accomplish the purposes of Title VI of the Civil Rights Act of 1964 with regard to the portion of the school district's plan which it replaces.

It is now our understanding that all of the schools in Richland County #2 will be unitized by September 1970 in accordance with the steps detailed in the desegregation plan submitted by Mr. H. Simmons Tate on April 9, 1970, except for those involving students in grades 8-12. Those steps will be implemented when construction of the Spring Valley High School is completed. In the interim, all of the high school students (grades 10-12) will attend the Dentsville School on Mondays, Tuesdays and Wednesdays and all of the junior high school students will attend the Dentsville School on Thursdays, Fridays and Saturdays.

In addition it is understood that the provisions of the stipulation to which the school district has agreed remain in effect except as amended by the understanding contained in this letter with respect to students in grades 8-12.

If we can be of any further service to you as you implement your plan, please let us know.

Sincerely yours,

Horace A. Bohannon
Acting Regional Civil Rights Director
Office for Civil Rights

cc: Chief State School Officer

DEPARTM' T OF HEALTH, EDUCATION, AND ELFARE

Region IV
50 Seventh Street, N. E.
Room 404
Atlanta, Georgia 30323

Mr. Charles W. Knowlton
Attorney at Law
Barringer Building
Columbia, South Carolina 29201

AUG 27 1970

Dear Mr. Knowlton:

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If we can be of any further service to you as you implement your plan, please let us know.

Sincerely yours,

C5.50

Horace A. Bohannon
Acting Regional Civil Rights Director
Office for Civil Rights

cc: Henderson, Bohannon, Dodds,
S. C. rdg. file
HLF:ah 8/26/70

OFFICE	SURNAME	DATE	OFFICE	SURNAME	DATE
OCR		8/26			

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Clemente
11/30

BOYD, BRUTON, KNOWLTON, TATE & FINLAY
ATTORNEYS AT LAW
BARRINGER BUILDING
COLUMBIA, SOUTH CAROLINA 29201

JOHN C. BRUTON, 1907-1968

W. C. BOYD
CHARLES W. KNOWLTON
H. SIMMONS TATE, JR.
KIRKMAN FINLAY, JR.
WILLIAM C. BOYD, III
FRANCIS P. MOOD
J. DONALD DIAL, JR.
JOHN H. LUMPKIN, JR.

TELEPHONE 803-253-7061

November 19, 1970

DHEW-OCR EDUCATION BRANCH
RECEIVED
NOV 23 1970
REGION IV - ATLANTA, GA.

Mr. Horace A. Bohannon
Acting Regional Civil Rights Director
DHEW/Office for Civil Rights
50 Seventh Street, N. E.
Atlanta, Georgia 30323

Re: Richland County School District No. 2

Dear Mr. Bohannon:

We would like to submit for your approval a change in the zoning plan for the above school district. A small area of the school zone formerly approved by HEW for Forest Lake and another small area of the school zone approved by HEW for Keels have been rezoned for Nelson.

I enclose a map showing the area now zoned for Forest Lake, the area now zoned for Keels and the two small areas now zoned for Nelson, formerly zoned for Forest Lake and Keels. All of the children in the two areas changed from Forest Lake and Keels to Nelson are White. The result of this rezoning produces the following racial balance in the three schools.

Keels	White	534
	Negro	107
		641
Forest Lake	White	633
	Negro	133
		766
Nelson	White	540
	Negro	187
		727

This rezoning was accomplished because of capacity and transportation problems and we believe it to be within the general permission which we previously obtained to change zone lines where the affect is not to disestablish the unitary system.

Yours very truly,

H. Simmons Tate, Jr.

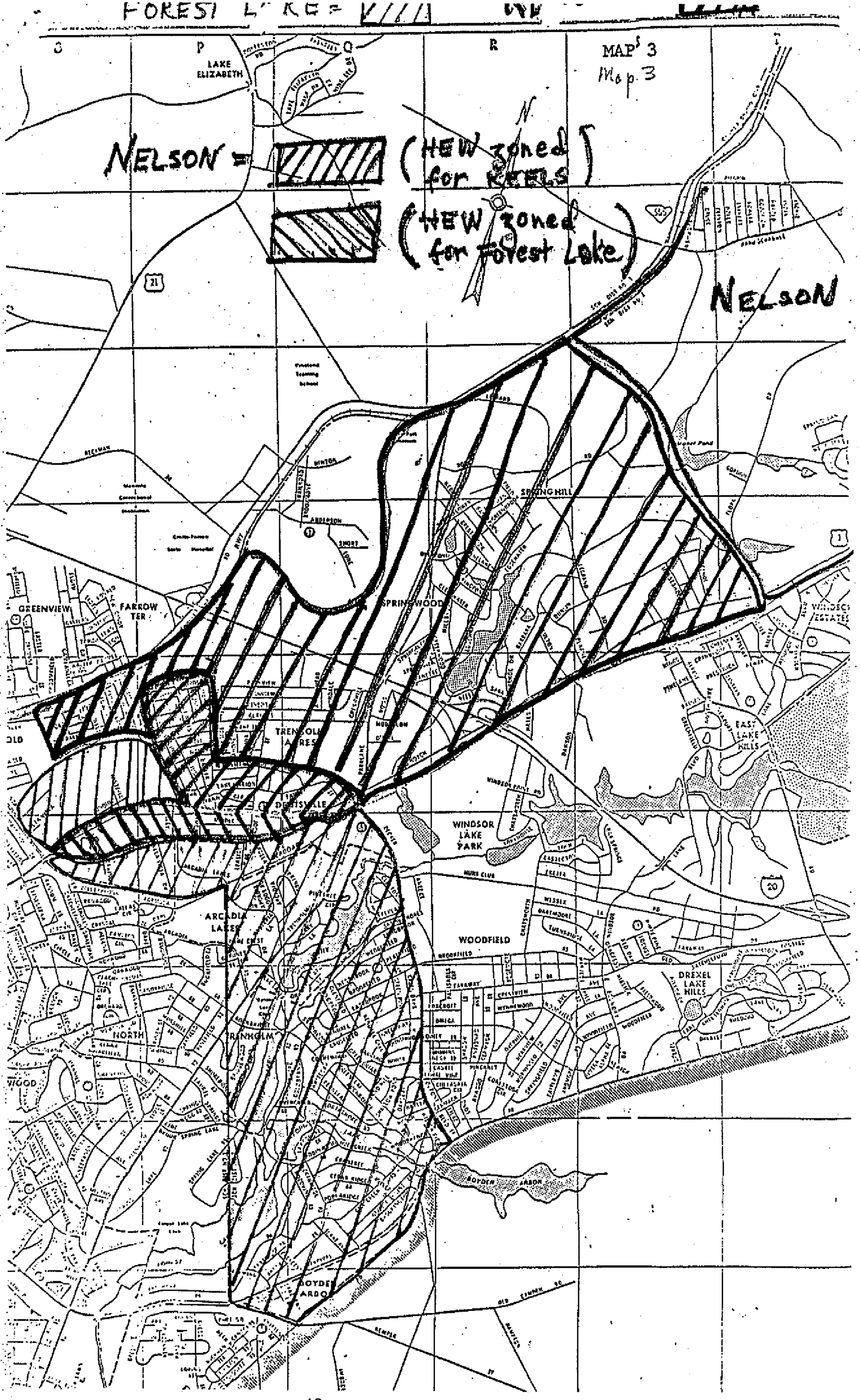
H. Simmons Tate, Jr.

HSTjr/jf

Enclosure

FOREST LAKE = ////

NELSON = ////



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BOYD, BRUTON, KNOWLTON, TATE & FINLAY
ATTORNEYS AT LAW
BARRINGER BUILDING
COLUMBIA, SOUTH CAROLINA 29201

TELEPHONE 803-253-7051

April 26, 1971

Mr. Cy Havird
6831 Brookfield Road
Columbia, South Carolina 29206

Dear Cy:

Enclosed herewith are the recent decisions of the Supreme Court concerning de-segregation of the schools.

Very truly yours,

H. Simmons Tate, Jr.

HSTjr:bb

Enclosure

cc: Members of Board - w/enc.

JOHN C. BRUTON, 1907-1968

W. C. BOYD
CHARLES W. KNOWLTON
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KIRKMAN FINLAY, JR.
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BOYD, BRUTON, KNOWLTON, TATE & FINLAY
ATTORNEYS AT LAW
BARRINGER BUILDING
COLUMBIA, SOUTH CAROLINA 29201

TELEPHONE 803-253-7051

May 7, 1971

Mr. Brooks Brown, III
2248 Greenpines Road
Columbia, South Carolina 29206

Dear Brooks:

I enclose herewith a draft of our proposed letter to HEW, to which are attached maps showing the District Two zones. I am sending copies to all members of the Board and Mr. Havird.

With best personal regards,

Sincerely yours,

H. Simmons Tate, Jr.

HSTjr:bb

Enclosure

cc: Members of Board
Mr. Cyril O. Havird

BOYD, BRUTON, KNOWLTON, TATE & FINLAY
ATTORNEYS AT LAW
BARRINGER BUILDING
COLUMBIA, SOUTH CAROLINA 29201
TELEPHONE 803-253-7051

JOHN C. BRUTON, 1907-1968

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WILLIAM C. BOYD, III
FRANCIS P. HOOD
J. DONALD DIAL, JR.
JOHN H. LUMPKIN, JR.

May 14, 1971

W.E.T.
H.A.B.
Educ. Br.
Health & S.S. Br.
Contract Compl. Br.

DHEW-OCR EDUCATION BRANCH
RECEIVED
MAY 24 1971
REGION IV - ATLANTA, GA.

Mr. Horace A. Bohannon
Acting Regional Civil Rights Director
DHEW/Office for Civil Rights
50 Seventh Street, N. E.
Atlanta, Georgia 30323

Re: Richland County School District No. Two

Dear Mr. Bohannon:

In accordance with the provisions of our de-segregation plan which allow minor changes in zone lines for administrative reasons, School District No. Two of Richland County intends to make two zone line changes for the school year 1971-72.

Blythewood-Bethel-Hanberry Zone. Hanberry junior high school (8-9) has only approximately 141 students, and because of this small number of students it is in serious danger of losing its accreditation. The problem can be solved administratively, however, by combining Hanberry with Bethel (6-7). However, even the administrative combination of the two schools will not produce a sufficient number of students for accreditation purposes, since some students presently attending these schools reside in Richland School District No. One and are returning to Richland School District No. One next year. Accordingly, it has become necessary to change the zone line separating these schools from the other schools in the district.

The new zone line for this area will be along State Highway 52. This is shown on the attached Exhibit A. Children residing north of this line will attend Blythewood (1-5) and Bethel-Hanberry (6-9).

The former principal at Bethel and the former principal at Hanberry will each be made co-principal of the new consolidated school.

Nelson-Keels. On November 19, 1970, we submitted a proposed change in the zoning of Nelson, Forest Lake and Keels. By reference to my letter to you of November 19 and the map attached thereto, you will see that we proposed at that time sending certain pupils zoned by HEW for Keels and certain pupils zoned by HEW for Forest Lake to Nelson. In effect, this created a noncontiguous pocket to be sent to Nelson. The pocket was composed of some students formerly zoned for Keels and some formerly zoned for Forest Lake.

For 1971-72, School District No. Two of Richland County proposes to send all of the children from that non-contiguous pocket to Keels. For most of the children living in this area, this simply restores the zoning approved by HEW, which was forwarded to HEW April 9, 1970. The balance of the students affected had been zoned for Forest Lake under the HEW plan, but will next year be sent to Keels. The revised zoning for these schools is shown on the attached Exhibit B.

The projected racial breakdown of the zones affected by the foregoing changes is shown as follows:

1971-72

	W	N	T
Blythewood Elem (1-5)	183	251	434
Bethel-Hanberry (6-9)	126	196	322
Keels (1-5)	689	108	797
Nelson (1-5)	423	88	511
Wright (6-7)	1355	170	1525
Dent Jr. HS (8-9)	1438	197	1635

Also attached hereto are additional exhibits showing the other zones in the district, as to which there is to be no change from our present operation. The exhibits attached are:

Exhibit A	All elementary school zones
Exhibit B	Conder, Forest Lake and Keels
Exhibit C	Nelson and Windsor
Exhibit D	Junior High School zones

Very truly yours,

H. Simmons Tate, Jr.

HSTjr:bb

cc: Mr. Cyril O. Havird
Mr. Brooks Brown, III

PRIAward # U165A100066

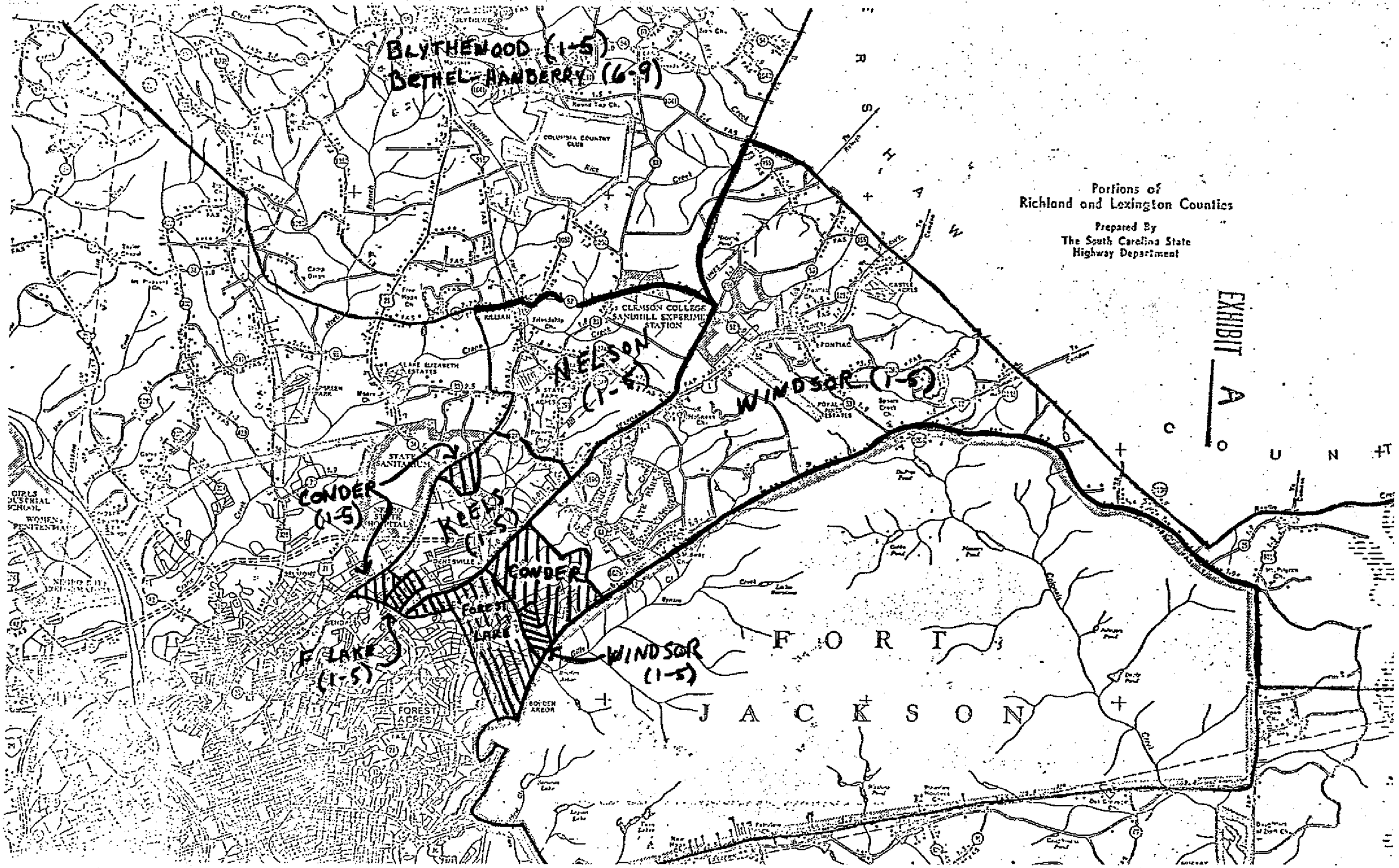
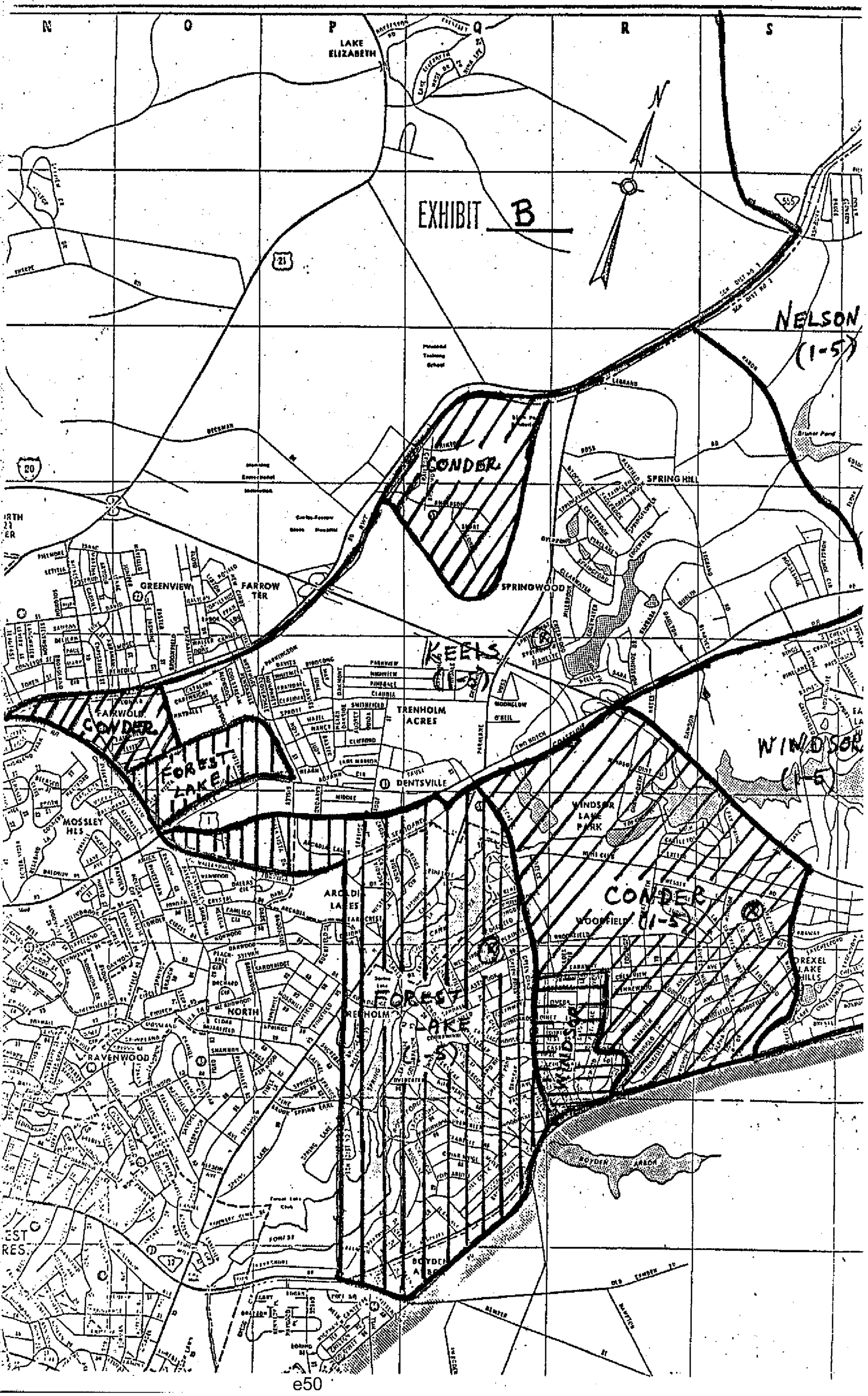


EXHIBIT B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LAKE ELIZABETH
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CONDER
SPRING HILL
SPRINGWOOD
KEELS (I-5)
GREENVIEW
FARROW TER
FARWOLD
TRENHOLM ACRES
DENTSVILLE
FOREST LAKE
MOSSLEY HLS
ARCADIA LAKES
NORTH
RAVENWOOD
WINDSOR LAKE PARK
WOODFIELD
DOREXEL LAKE HILLS
BOYDER ARBOR
WINDSOR (I-5)
CONDER (I-5)
FOREST LAKE (I-5)

EXHIBIT C

NELSON
(I-5)

WINDSOR
(I-5)

SPRING VALLEY

SPRINGHILL

SPRINGWOOD

WINDSOR ESTATES

SESQUI-CENTENNIAL STATE PARK

EAST LAKE HILLS

WINDSOR LAKE PARK

WOODFIELD

DREXEL LAKE HILLS

BOYDEN ARBOR

PRJAward # U165A100066

e52

BLYTHEWOOD (1-5)

BETHEL-HAMBERG (6-7)

WRIGHT (6-7)

DENTSVILLE (8-9)

R I C H L A N D

F O R T

J A C K S O N

C O U N T Y

COLUMBIA COUNTRY CLUB

CLEMSON COLLEGE SANDHILL EXPERIMENT STATION

STATE SANITARIUM

NEGRO STATE HOSPITAL

GIRLS INDUSTRIAL SCHOOL

FOREST ACRES

EXHIBIT D

Portions of
Richland and Lexington Counties

Prepared By
The South Carolina State
Highway Department

BOYD, BRUTON, KNOWLTON, TATE & FINLAY
ATTORNEYS AT LAW
1250 SOUTH CAROLINA NATIONAL CENTER
COLUMBIA, SOUTH CAROLINA 29201

JOHN C. BRUTON, 1907-1968

W. C. BOYD
CHARLES W. KNOWLTON
H. SIMMONS TATE, JR.
KIRKMAN FINLAY, JR.
WILLIAM C. BOYD, III
FRANCIS P. MOOD
J. DONALD DIAL, JR.
JOHN H. LUMPKIN, JR.

DHEW-OCR EDUCATION BRANCH
RECEIVED
JUN 14 1971
REGION IV - ATLANTA, GA.

June 4, 1971

W.H.T.
H.A.B.
Educ. Br.
Legal & S.S. Br.
Contract Compl. Br.

Mr. Horace A. Bohannon
Acting Regional Civil Rights Director
DHEW/Office for Civil Rights
50 Seventh Street, N. E.
Atlanta, Georgia 30323

Re: Richland County School District No. Two

Dear Mr. Bohannon:

This supplements my letter to you of May 14, 1971.

1. In drawing the maps attached to my letter of May 14, 1971, I inadvertently showed the line separating Nelson and Keels in the wrong place. The line separating these two zones should be along Legrand Road instead of Rabon Road. I am attaching hereto revised exhibits A, B and C which show the zone lines in the correct locations. There is no change in the racial projections of these two schools as the projections were based upon the zone lines as shown in the attached revised exhibits.

2. The grade structures of Blythewood Elementary and Bethel-Hanberry Middle School, and their projections will be:

	W	N	T
Blythewood Elementary (1-4)	151	223	374
Bethel-Hanberry (5-9)	158	224	382
	309	447	756

Very truly yours,

H. Simmons Tate, Jr.

HSTjr:bb
cc: Mr. Cyril O. Havird
Mr. Brooks Brown, III

The former principal at Bethel and the former principal at Hanberry will each be made co-principal of the new consolidated school.

Nelson-Keels. On November 19, 1970, we submitted a proposed change in the zoning of Nelson, Forest Lake and Keels. By reference to my letter to you of November 19 and the map attached thereto, you will see that we proposed at that time sending certain pupils zoned by HEW for Keels and certain pupils zoned by HEW for Forest Lake to Nelson. In effect, this created a noncontiguous pocket to be sent to Nelson. The pocket was composed of some students formerly zoned for Keels and some formerly zoned for Forest Lake.

For 1971-72, School District No. Two of Richland County proposes to send all of the children from that non-contiguous pocket to Keels. For most of the children living in this area, this simply restores the zoning approved by HEW, which was forwarded to HEW April 9, 1970. The balance of the students affected had been zoned for Forest Lake under the HEW plan, but will next year be sent to Keels. The revised zoning for these schools is shown on the attached Exhibit B.

The projected racial breakdown of the zones affected by the foregoing changes is shown as follows:

1971-72

	W	N	T			
Blythewood Elem (1-5)	183	251 57.8	434	756	116	
Bethel-Hanberry (6-9)	126	196 65.9	322			
Keels (1-5)	689	108 13.5	797		528	110
Nelson (1-5)	423	88 17.2	511		540	150
Wright (6-7)	1355	170 11.1	1525		1216	
Dent Jr. HS (8-9)	1438	197 12.0	1635		1332	

Also attached hereto are additional exhibits showing the other zones in the district, as to which there is to be no change from our present operation. The exhibits attached are:

1970-71

Hanberry 6-9	80	54 42.4	129
Central	55	75 57.6	130
	135	134 49.8	269

PRIAward # LI165A100066

e55

REVISED
EXHIBIT A

Portions of
Richland and Lexington Counties

Prepared By
The South Carolina State
Highway Department

BLYTHEWOOD (1-5)
BETHEL-HAUBERRY (69)

NELSON (1-5)

WINDSOR (1-5)

CONDER (1-5)

KEELS (1-5)

CONDER

FOREST LAKE

F. LAKE (1-5)

WINDSOR (1-5)

RICHLAND

LEXINGTON

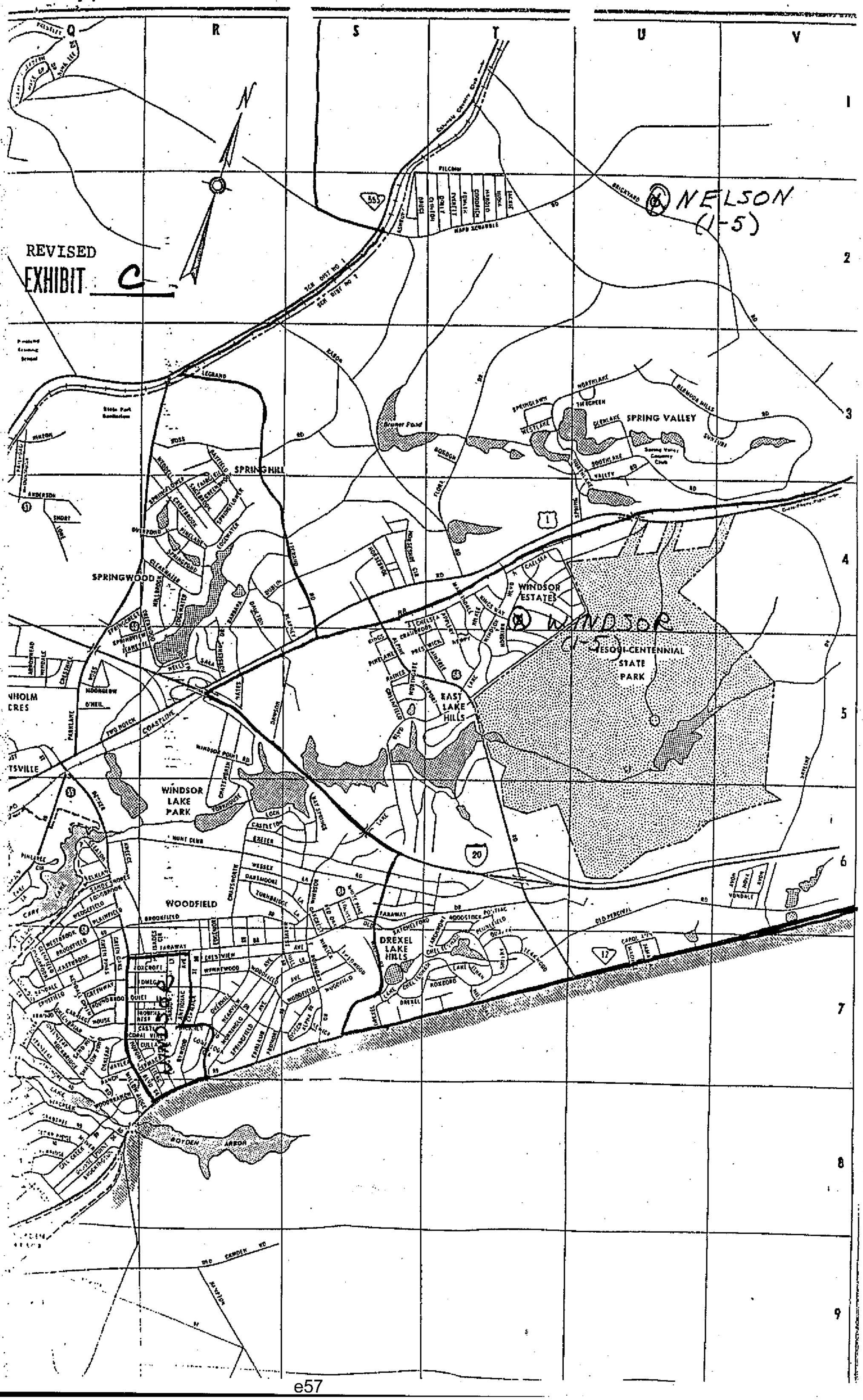
FORT JACKSON

CLEMSON COLLEGE
SANDHILL EXPERIMENT STATION

REVISED
EXHIBIT B

REVISED

EXHIBIT C



File Rickland #2 v.

Date: 5/24 Time:

Conference—telephone—long distance—memo with J.R. Hurd

Phone

Blytheville Elem 1-4 151 W
223 N
374

Projecting 374

Bethel - Hanberry 5-9 151 W
N 229
387

Send copies to Bd.

File: Short Out #2

Date: 3/18/11 Time:

Conference—telephone—long distance—memo with The Col Saxon

Phone

Sent Re #s to Legrand
instead of Pabon Rd
(Nelson - Keele line)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION IV
50 7TH STREET N.E.
ATLANTA, GEORGIA 30323

OFFICE OF THE
REGIONAL DIRECTOR

July 8, 1971

Mr. Cyril O. Havird
Superintendent
School District No. 2 of Richland County
6831 Brookfield Road
Columbia, South Carolina 29206

Dear Mr. Havird:

We are in receipt of the letters of May 14, 1971 and June 4, 1971 from your attorney, Mr. H. Simmons Tate, Jr., regarding proposed zone line changes for the 1971-72 school year in Richland County School District Number Two.

We have, however, reviewed all of the information concerning your district available to us in light of the recent Supreme Court decision in the Swann case. As you know, on April 20 the United States Supreme Court decided Swann vs. Charlotte-Mecklenburg Board of Education and companion school desegregation cases. These cases provide both a restatement of the responsibilities of local school authorities in desegregating former State enforced dual school systems, and affirm the use of non-contiguous zoning where necessary as an additional tool to achieve this result. A copy of Swann and Davis decisions are enclosed for your reference.

Although the Supreme Court stated in Swann that the achievement in each school of a precise mathematical racial balance reflecting the racial composition of the district as a whole need not be a condition for compliance with constitutional requirements, the Court has required that local school authorities consider the use of all available student assignment techniques, including those of contiguous and non-contiguous attendance zoning, and the transportation of students to those zones, in eliminating the vestiges of racially separate public schools established and maintained by official policy. Other requirements imposed by the Court on local school systems in order to meet their constitutional obligations are set forth in the Supreme Court cases and are, we believe, for

the most part self-explanatory. To the extent that policies issued by this Office in the past may conflict with or are different from rulings by the Supreme Court, the Court's holdings, of course, must prevail.

The Court went on to say that "independent of student assignment, where it is possible to identify a 'white school' or a 'Negro school' simply by reference to the racial composition of teachers and staff, the quality of school buildings and equipment, or the organization of sports activities, a prima facie case of violation of substantive constitutional rights under the Equal Protection Clause is shown." Further, the Court held that "in a system with a history of segregation the need for remedial criteria of sufficient specificity to assure a school authority's compliance with its constitutional duty warrants a presumption against schools that are substantially disproportionate in their racial composition."

A review of fall 1970 student enrollment and assignment data provided by your district to this Office indicates that your system has one or more schools that may be subject to further desegregation steps under the Swann decision in order to ensure your district's continued compliance with Title VI of the Civil Rights Act of 1964.

It will therefore be necessary for you to review your present plans and make any necessary revisions. These revisions should be submitted to our offices as soon as possible but not later than July 23, 1971.

The plan should include the projected number of students by race at each school along with the grade structure and capacity of each building. If attendance zones are utilized, provide a map clearly delineating the zones for the respective schools. With regard to the projected staff assignments you have provided, we would anticipate that there will be need for alteration of those assignments as you revise your plan. These assignments should also be submitted with your plan.

If you have any questions about the above or members of our staff can assist you in any way, please call Dewey E. Dodds, Chief of our Education Branch at 404/526-3307.

Sincerely yours,

William H. Thomas
Acting Regional Civil Rights
Director
Office for Civil Rights

Enclosures

cc: Chief State School Officer

BOYD, BRUTON, KNOWLTON, TATE & FINLAY
ATTORNEYS AT LAW
1250 SOUTH CAROLINA NATIONAL CENTER
COLUMBIA, SOUTH CAROLINA 29201

TELEPHONE 803-779-3080

JOHN C. BRUTON, 1907-1966

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FRANCIS P. MOOD
J. DONALD DIAL, JR.
JOHN H. LUMPKIN, JR.

July 26, 1971

Mr. Brooks Brown, III
Mr. W. H. Rhodes
Mr. Stanley R. Walker
Mr. Paul A. Dewey
Dr. James C. Bishop

Gentlemen:

I enclose a copy of my letter to Mr. William H. Thomas.

It is my strong recommendation, and I understand Mr. Brown concurs, that the district make a fresh study of the population of the district by grade level and race. Such a study should be along the following lines. There should be a spot map showing, by race and by residence, every child in the district enrolled in the first grade. Each child should be shown by a dot on the map, using a separate color for black children and white children. Similar separate maps should be drawn for each child enrolled in the seventh grade, ninth grade and eleventh grade. After speaking with some of the officials in School District No. One, they also recommend a separate map for the fifth grade.

The use of these maps would enable the district to draw zone lines which are reasonably accurate in showing both the numbers of black and white children to be assigned to a particular school and the projected total enrollment in such school. This, of course, will help avoid any possibility that the capacity of a particular school is badly exceeded or badly underfilled.

In the interest of time, since there is only one high school in the district, it might be possible to defer

drawing such maps for the high school grades. However, in my opinion they are essential for the elementary school grades.

The maps should be as accurate as humanly possible. They are so important that in my opinion it would be justified to hire outside assistance to compile the maps. One possibility, of course, is the use of personnel from the Desegregation Center at the University of South Carolina for this purpose.

Once these maps are compiled, the school administrative staff will be able to determine what can and cannot be done with respect to desegregation and draw reasonable zone lines. The maps will help immeasurably in getting HEW to accept the plan.

With best personal regards,

Sincerely yours,

H. Simmons Tate, Jr.

HSTjr:bb

Enclosure

cc: Mr. Cyril O. Havird

BOYD, BRUTON, KNOWLTON, TATE & FINLAY
ATTORNEYS AT LAW
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J. DONALD DIAL, JR.
JOHN H. LUMPKIN, JR.

July 26, 1971

W.H.T.
Educ. Br. 2
Health & S.S. Br.
Contract Compl. Br.

Mr. William H. Thomas
Acting Regional Civil Rights Director
Office for Civil Rights
Department of Health, Education and Welfare
50 7th Street, N. E.
Atlanta, Georgia 30323

Re: Richland County School District No. Two
(South Carolina)

Dear Mr. Thomas:

This is in response to your letter of July 8, 1971, to Mr. Cyril O. Havird, Superintendent of School District No. Two of Richland County.

I am sure that your office is aware that all of the schools of School District No. Two are fully integrated and that to achieve such integration, the district employed some of the techniques suggested by the Swann decision before the Swann case was decided. I would assume that the principal problem with which your office is concerned are the two schools in Blythewood: Blythewood (1-5) and Bethel-Hanberry (6-9). These schools are so far from the other schools in the district and the areas of concentrated population that to bus students to or from these schools would violate the guidelines laid down in the Swann decision. Besides, the capacities of the other schools would not permit them to be closed. If they are to remain open, which seems to be necessary in view of the capacities of the other schools, they must have enough students in them to meet the accreditation requirement of the State Department of Education. It does not appear practical therefore to make significant changes in the established zone line for these schools.

JUL 28 1971

At the present time, I have been ~~advised by the~~ chairman of the school board that the school district intends to make an up-to-date demographic study of the race and residence of the pupils in the district. The rapid growth of the district in recent years has made it extremely difficult to keep up with population changes. A fresh demographic study will enable the district to re-evaluate all of the zone lines, make any changes which appear to be reasonable, and justify to your office the necessity for the zone lines which the district may establish. When this demographic study is completed, although there may be some zone line changes, the plan will probably be very similar to the plan now in effect, simply because of the distances involved.

We will be in further touch with your office or Mr. Pottinger's office when the studies have been completed.

Very truly yours,

H. Simmons Tate, Jr.

H. Simmons Tate, Jr.

HSTjr:bb

cc: Mr. J. Stanley Pottinger
Members of the Board
Mr. Cyril O. Havird

I. Implementation of Plan

The Richland County School District #2 agreed to a plan of desegregation, acceptable to this office, on April 23, 1970. (Exhibit 1A) This plan contained the provisions for geographical assignment of students within the district. Our acceptance letter contained Singleton language. This office has subsequently accepted zoning changes which provide for non-contiguous zones. (exhibit 1B) The current enrollment of the eleven schools in the district is as follows:

Schools	B %	#B	#W	T
Bethel (5-6)	47.9	90	97	188
Blythwood Elem. (ungraded)	48.7	150	157	308
L. W. Condor (K-5)	9.7	61	537	627
Dent Junior High (8-9)	15.1	272	1471	1805
Forest Lake (K-5)	20.4	135	508	663
Handberry (7-9)	44.8	120	146	268
Keels (K-5)	23.3	119	377	511
Nelson Elem. (Ungraded)	19.5	144	583	737
Spring Valley High (10-12)	17.2	454	2116	2644
Windsor Elem. (K-5)	6.8	51	651	743
Wright (6-7)	15.6	265	1409	1695
TOTAL	20.2	1861	8052	10189

The zone change request of July 13, 1970, which apparently was accepted by this office gave the following revised enrollment projections:

Schools	B %	#B	#W	T
Bethel (6-7)	45.9	51	61	112
Blythewood (1-5)	53.0	159	141	300
Condor (1-5)	7.1	50	650	700
Dentsville (8-9)	12.1	189	1361	1550
Forest Lake (1-5)	12.0	90	660	750
Handberry (8-9)	44.7	64	79	143
Keels (1-5)	10.6	70	586	656
Nelson (1-5)	30.2	220	507	727
Spring Valley (10-12)	15.0	300	1700	2000
Andrew Jackson (Voc.Rehab)	44.0	38	47	85
(combined)	(19.3)	(338)	(1747)	(2085)
Windsor Elem. (1-5)	1.9	11	562	573
Wright (607)	10.9	149	1322	1469
TOTAL	15.3	1391	7676	9065

The most serious deficiency regarding student assignments, vis-a-vis student projections, is that the Nelson School has substantially fewer black students than projected. We also noted that the system has instituted some grade changes in various schools without approval by this office.

Prior to the 1968-69 school year, black students were bussed to the Handberry and Bethel Schools from the State Park area and other areas within the Dentsville community. At that time the black students in the Bethel Handberry area outnumbered the white students by a ratio of approximately 2 to 1 (approximately 1000 black students and approximately 500 white students). (Exhibit 1c)

In our letter of plan acceptance, dated April 23, 1970, we enclosed a copy of and incorporated the Policies on Elementary and Secondary School Compliance with Title VI of the Civil Rights of 1964 as a part of their plan. It was also specifically stated; "the board must also recognize its continuing responsibility to insure that all of the schools within Richland County District #2 remain completely desegregated in the future." (Exhibit 1a)

In our letter, dated July 8, 1971, to the district regarding some implications of the Swan decision, we stated:

> A review of the Fall 1970 student enrollment and assignment data provided by your district indicates that your system has one or more schools that may be subject to further desegregation steps under the Swann decision, in order to ensure your district's continued compliance with Title VI of the Civil Rights Act of 1964.
>
> It will therefore, be necessary for you to review your present plans and make any necessary revisions. These revisions should be submitted to our offices as soon as possible, but not later than July 23, 1971.
>
> The plan should include the projected number of students by race at each school, along with the grade structure and capacity of each building. If attendance zones are utilized, provide a map clearly delineating the zones for the respective schools. With regard to the projected staff assignments you have provided, we would anticipate that there will be need for alternation of these also be submitted with your plan." (Exhibit 1d)

The district was contacted on July 9, 1971 and was informed that it should receive our letter raising concerns about 55% black schools in a 16% black district (See Exhibit 1e)

On July 15, 1971, the district was contacted and the superintendent indicated that the Board, because of space reasons, had rezoned the Northern area to include more black students making the northern zone 60% black rather than 50% black. At this time the district contained a 16% black student enrollment (See Exhibit 1f).

On July 30, 1971, the superintendent was informed that since the plan submitted did not utilize possible methods suggested by Swann, to remove racial identifiability, we were referring his file to our Washington Office for possible administrative enforcement. (See exhibit 1g).

On July 26, 1971 the district advised this office that the district intended to make an up-to-date demographic study of the race and residence of pupils in the district. When this demographic study is completed, although there may be some zone line changes, the plan will probably be very similar to the plan now in effect, simply because of the distances involved. (exhibit 1h, 1L)

The cover sheet for our ESAP II work-up contains the following notation: No plan has been presented which provides for student movement in 1971-72. (exhibit 1j).

The Richland #2 files does not contain any request for plan changes by the district, to comply with our requests.

The previously referred to demographic study entitled A Long Range Plan for meeting the school building needs of Richland County School District #2, Richland County, South Carolina, dated May, 1972 was prepared by Stanton Leggett and Associates, Educational Consultants, 910 North Lake Shore Drive, Chicago, Illinois. It contains in part, the following information: (See Exhibit 1L)

Models - There are a wide variety of alternatives in dealing with enrollment and capacity. Several are displayed, discussed, and one selected for more detailed development. The models are described:

Model 1
- A. Use Spring Valley for grades 11-12 only.
- B. Change the junior high schools and middle school to grades 8-10.
- C. Use all the elementary schools and Boyd for grades 1-7. Construct new 1-7 elementary schools as the school district can afford them.

Model 2
- A. Use Spring Valley, Dent, and Wright as four ye... high schools, grades 9-12.
- B. Use the remainder of the schools for grades 1-8. Construct new elementary schools using existing mobiles copiously.

Model 3
- A. Three four year high schools as in Model 2.
- B. Use Hanberry, Keels, Nelson for grades 7 and 8.
- C. Use remaining elementary schools, plus mobiles plus new elementary construction for grades 1-6.

Model 4
- A. Use Spring Valley and Dent Junior High as three year Senior High
- B: Use Wright, Hanberry, and new junior high school for grades 7-9.
- C. Make elementary schools grades 1-6. Reuse Boyd School.

Model 5
- A. Use Spring Valley as a senior high school and build a a new senior high school.
- B. Use Wright, Dent, Hanberry as junior high schools.
- C. Elementary schools and Boyd serve grades 1-6.

Each of the models is developed more fully and commented upon following material.

Model 1

Grade Group	Estimated Enrollment 1976-77	Capacity		Schools	Construction
11-12	1,710		1,500	Spring Valley	Add vocational Andrew Jackson
8-10	3,208	1,162		Dent	Remodel
		1,269		Wright	
		439		Hanberry	
		400		Mobile	
			3,270		
1-7	5,261	4,124		All elementary including Boyd	
		1,100		Mobiles	Replace mobiles with schools
			5,224		

1-12	10,179		9,994 + high school addition

Model 1 has the enviable factor of being least costly, easiest to deal with on the basis of relatively small amounts of capital construction funds coming at irregular times. It is an unusual combination of grades that would affect the interscholastic sports program and band and other similar facets of the school. It might be possible to bring the talents of the 9th and 10th grades to the Spring Valley school for sports and similar activities but this would not be wholly satisfactory, if permissible.

Educationally, it could work. The vocational program is focused on the upper two years. The lower schools would be dealing with less specialized offering so that the operational expense would not increase. The plan would require heavier use of the three country schools, but this would improve the racial balance in those schools and, as the outlying areas grow up, the transportation distance is not intolerable.

Construction is concentrated at the elementary school with small additions at the Spring Valley campus and remodelling probably necessary at Dent and perhaps some re-equipping at Wright.

Model #1 appears to best meet the needs of the district in adequately meeting its Title VI obligations.

The revision of the long range plan by the same consulting firm, dated February, 1974, contained the following alternatives, conclusions and recommendations. Exhibit 1m

Alternative 1

Construct a new high school for grades 9-12.
Use Dent, Wright and Hanberry for grades 6-8.

Alternative 2

Construct a new high school for grades 10-12.
Use Dent, Wright and Hanberry for 7-9.
Accomodate sixth grade in elementary schools.

Item 5 in the Conclusions should be noted.

The 1974 revised plan also contains the following data:

Year	School	Grade	Student Total	Capacity
1973-74	Bethel	5-6	179	243
1973-74	Blythewood	1-4	342	405
1973-74	Handberry	7-9	256	439
			773	1087
		Under Utilization		314

The OS/CR 101 of 11/15/74, asks in question XIII(A). Between October 1, 1974 and September 30 do you expect: 1a. To begin construction on any new school buildings? The district answered no. In our copy of the school board minutes of February 18, 1975, Mr. Corley recommended the opening date of the new high school be scheduled for September, 1978. The Minutes also show (Oct. 29, 1974) (C) Vocational Division of the State Department of Education has advised that $300,000 will be available as construction funds for the erection of a new Vocational Center in connection with plans for a second high school. (Exhibit 1p)

It is our understanding that the new high school site is located in Spring Valley, a predominantly white area.

The district has violated its plan in that:

1. From 1971 to date, the district has not correctly answered question XIII(A)1a regarding beginning construction of new school buildings.

2. The district did not select the model presented by its consultant which would maximize desegregation. This option was also the least costly and easiest to deal with.

3. It continues to maintain racialy identifiable schools (formerly black schools) although we have requested over a period of years that this practice be discontinued.

4. The district refused to discuss plan modifications during the review. (Exhibit I-n, I-o).

Recommendation

A new and adequate plan be obtained from the district.

Conclusions and Recommendations

1. There is no way to avoid providing substantial increases in facilities at nior high school level.

2. The Spring Valley High School is large enough. The present plan and site will not readily accomodate substantial increase beyond the present level.

3. The use of alternative 2 involving kindergarten to 6 grade elementary schools, grades 7 to 9 junior high schools and grades 10 to 12 high school organization fits the estimated enrollments best. Further, it costs $2,400,000 to $2,700,000 less than alternative 1.

4. The idea of providing a new high school closer to the heavy population center is appealing. Since these centers are sure to decrease in yield of high school children in the future, the possibility of making the new high school somewhat smaller than Spring Valley is future oriented, therefore more useful.

5. The school district should construct a new high school for 1,000 students capable of being expanded to 1,500 students. The master plan for the entire 1,500 student school should be developed in the original planning. A well located site of adequate size has been secured. Careful planning should be started soon looking to the completion of the 1,000 student portion in 1977-78. Possibly some portions may be completed earlier in view of the serious shortage of secondary school space.

The new high school should be planned to complement the present school. It will require suitable space for occupational programs. The new high school should have its specialty features. Since the present school has a stadium that can serve both schools and a very large gymnasium for major athletic contests, the new school should have a superior arts program featuring a fine simple auditorium and related

PR/Award # U165A100066

arts spaces to serve both school and community.

The school district showed great foresight in securing an adequately sized site for the new high school of 1,500 capacity. The size of the site is the r cessary insurance that the school district can have to safeguard the future of the building. So major an investment requires the land necessary to allow all the foreseeable demands on the school to be met.

6. The proposed new elementary school should be completed the following year in an area that would relate to changing residential patterns and, at the same time, be so located as to maintain racial balance without undue travel for children of any race.

This is part of a plan to avoid heavier construction with higher costs when new facilities are required at the secondary level. The declining elementary school enrollment creates space that should be used. This move also tends to pull smaller children closer to the homes of parents and into smaller educational units.

7. The school district should develop a master plan for the continued upgrading and redevelopment of Dent Junior High School. The master plan should anticipate replacement of older units and modification of the school to support better the educational program. In this progess, land utilization is most important. It should be possible to reclaim land for better organized parking and for additional play space.

8. The school system needs adequate warehouse space, and support space for its maintenance program. This should be provided.

9. The expansion of administrative staff with increased staff for vocational work, programs for gifted and talented, the need to rehouse the reading clinic and space for the school

food service staff calls for some modest additions to central office staff space.

10. The proposed extensive development in the Blythewood area involving and an industrial park is of real interest to the school district. It is hoped that, as the development moves ahead, the developers will find it possible to provide the school district with school sites for future schools. The district should, of course, cooperate to the full with the developers in estimating needs, working out appropriate locations and the like.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION IV
50 7TH STREET N.E. Room 134
ATLANTA, GEORGIA 30323

Richland #2
SC

OFFICE OF THE
REGIONAL DIRECTOR

SEP 2 1975

Mr. H. E. Corley
Superintendent
Richland #2 School District
6831 Brookfield Road
Columbia, SC 29206

Dear Mr. Corley:

Re: The District's Adams v. Weinberger responsibilities and the Letter of August 17, 1975 from Attorney Bruce E. Davis

This letter contains information in response to your letter of June 23, 1975 and to the inquiry from Attorney Bruce E. Davis. Your letter of June 23 contained a response to our letter of May 13, 1975, outlining the district's responsibilities relative to the Adams v. Weinberger order. Attorney Davis' letter requested information relative to the reasons why further desegregation is required in the Blythewood, Bethel and Hanberry Schools. In addition, he has asked that we provide the legal basis for our conclusions.

As you know, on March 14, 1975, the United District Court, in the case of Adams v. Weinberger entered an order which requires the Department of Health, Education and Welfare, within 60 days from the date of the order, to communicate with 125 school districts in the southern and border states, including your district "putting them on notice to rebut or explain the substantial racial disproportion in one or more of the district's schools." The court defined a racially disproportionate school as one in which a "20 percent disproportion exists between the percentage of local minority pupils in the schools and the percentage in the entire school district."

The district, in its June 23, 1975, response to our letter of May 13, 1975 stated: "It is in the three schools serving the rural portion of the district - Blythewood Elementary (K-4) and Bethel/Hanberry (5-9) that the "20 percent disproportion exists." It was also stated, "the district as a whole has a black enrollment of 17 percent. The enrollment of Blythewood Elementary is 48.7 percent black; and for Bethel/Hanberry, it is 46.1 percent black."

The District also stated, in its June 23, 1975 response to our letter of May 13, 1975, that there now exists the greatest possible degree of actual desegregation taking into account the practicalities of the situation. Further, "To reduce the percentage of the black enrollment at the Blythewood and Bethel/Hanberry Schools would necessitate transportation adjustments considerably in excess of anything properly to be expected or required." In addition, "transportation of students from the Blythewood Bethel/Hanberry area to other schools in the district would necessitate additional travel time - not including transloading time at Blythewood - ranging from 50 minutes to 80 minutes." The schools housing the same grades are said to range 11 to 18 miles from the Blythewood-Bethel/Hanberry Schools.

The above explanations do not, in our opinion, satisfy the requirements of the Adams v. Weinberger order for the following reasons:

> First, the district, in its June 23, 1975 letter to this office, only mentioned the transportation of students from the Blythewood-Bethel/Hanberry Schools, to other schools in the district. Apparently, no consideration has been given to transporting white students into the Blythewood-Bethel/Hanberry Schools. This seems to indicate that the district has only considered transporting black students to meet the requirements of the Adams order.
>
> Second, your estimate of the time necessary to travel 11 to 18 miles is apparently excessive. During the on-site review in March of 1975, a review team member was transported by automobile from Blythewood to Spring Valley High School in ten minutes. It therefore appears that a more reasonable estimate of travel time would be 20 to 35 minutes instead of the 50 to 80 minutes that you suggest.

We requested additional information from the district to assist us in making a determination relative to your compliance with Adams. On July 15, we telephoned the district and made specific requests for information. We also explained why this information was needed. On July 22, 1975, we verified our telephone conversation with a written request for the required information. The district has not provided this information, nor has it given any reason for its failure to provide the information. Therefore, we must rely on information previously obtained from the district.

Our analysis of information currently available in our files leads us to conclude that further desegregation in the Blythewood-Bethel/Hanberry Schools is possible and can reasonably be accomplished by the following means:

1. A change in the grade structure and zone lines of your schools as follows:

   a. The use of Spring Valley for grades 11-12 only.

   b. Change the junior high schools and middle school to grades 8-10.

   c. Use all elementary schools and Boyd for grades 1-7.

2. Information obtained from your consultant's report "Plan 72" which was presented to you in May of 1972, lists the capacities of each of your schools. Your Fall 1974 Civil Rights Survey Forms listed the enrollment of each school as of November 15, 1974. By combining and comparing the information in these two reports, we have determined that Blythewood (1-4), Bethel (5-6), and Hanberry (7-9) are operating substantially under capacity and that Nelson (1-5), Windsor (1-5), Wright (6-7), and Dent (8-9) are operating well over capacity. (See Attachment #1). Further desegregation of Blythewood, Bethel, and Hanberry Schools, thus, could be accomplished by using non-continguous zones in the following manner:

   a. Transfer of additional white elementary students from Nelson and/or Windsor to Blythewood.

   b. Transfer of additional white fifth and sixth grade students from Nelson, Windsor, and Wright Schools to Bethel.

   c. Transfer of additional white seventh, eighth, and ninth grade students from Wright and Dent to Hanberry.

3. Available information indicates that the zone lines between the Bethel, Blythewood School zone and the Nelson School zone could be changed to modify the racial ratio of these schools, so that the requirements of Adams could be met.

It should be noted that alternative #1 was presented to the district in the document entitled "Plan 72," A Long Range Plan for Meeting the School Building Needs of Richland County School District No. 2. This plan was prepared and presented to the district by its educational consultant, Stanton Leggett and Associates, Inc. in May 1972. In reference to this plan, the consultant stated, "The plan would require heavier use of the three country schools, but this would improve the racial balance in

those schools and, as the outlying areas grow up, the transportation distance is not intolerable." The recent compliance review (March 1975) did not reveal any evidence of implementation or attempted implementation of this plan by the district.

In view of the demonstrated alternatives which will permit the district to comply with the Adams v. Weinberger order, it will be necessary for the district to immediately submit a plan to eliminate the more than 20 percent racial disproportion existing at the Blythewood-Bethel/Hanberry Schools. This plan should be implemented this school year and not later than the beginning of the next grading period.

If we may be of further assistance to you, please do not hesitate to contact either me or Mr. W. Lamar Clements, the Elementary and Secondary Education Branch Chief for this region. Our address and telephone number is as follows: Department of Health, Education and Welfare, Office for Civil Rights, Region IV, 50 Seventh Street, NE, Room 134, Atlanta, GA 30323 - (404) 526-3307.

Sincerely yours,

William H. Thomas, Director
Office for Civil Rights (Region IV)

cc: Chief State School Officer

Mr. Roger Kirk

Attorney Bruce I. Davis

bc: Henderson, Thomas
Yarbrough, Orig.,
St. Coord. RF
RLG/WRT:mt 8/25/75
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Richland #2
S. C
AVU

20 BARNES

Room 10

NOV 12 1975

CERTIFIED MAIL - RETURN RECEIPT REQUESTED

Mr. Bruce E. Davis
Attorney
1215 Lyttleton Street
Camden, South Carolina 29020

Dear Mr. Davis:

Re: Your letter of October 28, 1975 (Richland #2, South Carolina)

Adams vs. Weinberger

We have received the information regarding the pupil-teacher ratios and the per-pupil expenditures in the Richland County School District Number 2, contained in your letter. This information was requested pursuant to your agreement with Mr. Peter Holmes, Director of the Office for Civil Rights.

This information shows that the Blythwood Elementary and the Bethel-Hardberry Schools have a lower pupil-teacher ratio and a higher per-pupil expenditure than exists for any other schools in the district.

In accordance with the agreement between you and Mr. Holmes, based on this information, we find that no further desegregation is required for the district to meet the conditions of the Adams order.

Other Title VI Matters

In addition to the above, on August 18, 1975 this office sent a letter to the Richland County School District Number 2, regarding other Title VI compliance problems. In this letter we requested the district to provide us with: (1) An affirmative action plan to overcome the effects of the disproportionate percentage reduction of minority classroom teachers and total loss of black principals and head coaches which has occurred in the district since the 1964-65

school year, (2) A plan which will correct the discriminatory assignment of children to special education classes, and, (3) A report of your findings relative to the elimination of duplicative bus routes. The district was advised of its probable non-compliance in the on-site review closing conference held in the district on March 27, 1975. The district was also advised at that time of the nature of the changes which would be required of the school district.

The closing paragraph of your letter of October 28, 1975 states:

> My work load, and unanticipated events and problems not related to my work, have been particularly heavy during the past few weeks and no respite is immediately in sight. For this reason it appears quite likely that I will not be able to complete and have ready for your review by November 3, 1975, the information requested in your letter of August 18, 1975. However, you should have it not too long after that.

In our view, the district has had sufficient time to respond to our written request of August 18, 1975.

As you know, the Adams vs. Weinberger order requires the Office for Civil Rights to initiate administrative enforcement action within ninety days following a determination of non-compliance if it has not been able to negotiate a resolution of the non-compliance. In this case, the ninety days expire on November 16. Therefore, if we do not receive the requested information by November 16, 1975, we will refer the district's file to our Washington office for the initiation of administrative enforcement provisions under the appropriate provisions of Title VI of the Civil Rights Act of 1964, as amended.

If you have any questions regarding any of the above, please contact us. You may telephone W. Lamar Clamants, Branch Chief at 404-526-3307.

Sincerely yours,

/s/

William H. Thomas, Director
Office for Civil Rights (Region IV)

cc: Chief State School Officer

Mr. Roger Kirk

bc: Henderson, Yarbrough, Thomas,
St. Spec., Orig. RF 11/10/75

FILE COPY

OFFICE	SURNAME	DATE
OCR		11/12/75

Project Narrative

Project Narrative-Table 1 and 2 Information-LEA-Level Enrollment Data-Download tables from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Richland Two Tables 1 and 2** Pages: **2** Uploaded File: **Richland Two Table 1 and 2.pdf**

Table 1: Enrollment Data-LEA Level (LEAs that have NOT converted to new race and ethnic categories) **OMB-1855-0011- Expiration 05/31/2010**

✓ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Actual Enrollment (Current School Year—October 1, 2009)											
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	*Not of Hispanic Origin* Black (Number)	*Not of Hispanic Origin* Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	**2**	0.12%	75	4%	927	54%	140	8%	585	34%	1729
1	**3**	0.17%	78	4%	978	54%	127	7%	614	34%	1800
2	**4**	0.22%	88	5%	1030	56%	124	7%	604	33%	1850
3	**0**	0.00%	67	4%	1080	58%	116	6%	604	32%	1867
4	**0**	0.00%	86	5%	1092	58%	123	6%	592	31%	1893
5	**1**	0.05%	74	4%	1147	61%	96	5%	557	30%	1875
6	**1**	0.05%	69	4%	1187	62%	90	5%	575	30%	1922
7	**2**	0.10%	73	4%	1238	61%	89	4%	621	31%	2023
8	**2**	0.11%	77	4%	1116	59%	90	5%	605	32%	1890
9	**5**	0.22%	75	3%	1398	62%	134	6%	654	29%	2266
10	**1**	0.05%	75	4%	1291	64%	86	4%	559	28%	2012
11	**1**	0.06%	60	3%	992	58%	63	4%	602	35%	1718
12	**3**	0.20%	52	3%	847	56%	73	5%	541	36%	1516
Total	**25**	0.10%	949	4%	14323	59%	1351	6%	7713	32%	24361

Projected Enrollment (Year 1 of Project—Oct 1, 2010)											
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	*Not of Hispanic Origin* Black (Number)	*Not of Hispanic Origin* Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	2	0.11%	78	4%	960	54%	145	8%	606	34%	1791
1	**2**	0.11%	78	4%	962	54%	145	8%	607	34%	1794
2	**3**	0.16%	81	4%	1014	54%	132	7%	635	34%	1865
3	**4**	0.21%	91	5%	1070	56%	128	7%	626	33%	1919
4	**1**	0.05%	70	4%	1122	58%	120	6%	627	32%	1940
5	**1**	0.05%	87	5%	1109	58%	124	6%	600	31%	1921
6	**1**	0.05%	78	4%	1214	61%	101	5%	590	30%	1984
7	**1**	0.05%	72	4%	1232	62%	93	5%	598	30%	1996
8	**2**	0.10%	71	4%	1212	61%	87	4%	607	31%	1979
9	**2**	0.09%	88	4%	1341	60%	112	5%	710	32%	2253
10	**5**	0.25%	65	3%	1242	61%	124	6%	586	29%	2022
11	**1**	0.06%	66	4%	1105	65%	73	4%	447	26%	1692
12	**1**	0.06%	56	4%	914	58%	56	4%	553	35%	1580
Total	26	0.11%	981	4%	14497	59%	1440	6%	7792	32%	24736

Table 2: Year of Implementation for Existing Magnet Schools included in the Project

School Name	**First School Year as a Magnet School**
Windsor Elementary	2011
E. L. Wright Middle	2011
Richland Northeast High	2011

Table 1 (Cont'd): Enrollment Data-LEA Level (LEAs that have NOT converted to new race and ethnic categories)

Projected Enrollment (Year 2 of Project—Oct 1, 2011)												Projected Enrollment (Year 3 of Project—Oct 1, 2012)											
Grade Level	American Indian /Alaskan Native (Number)	Alaskan American Indian / Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	*Not of Hispanic Origin* Black (Number)	*Not of Hispanic Origin* Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	*Not of Hispanic Origin* Black (Number)	*Not of Hispanic Origin* Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	2	0.11%	81	4%	976	54%	147	8%	616	34%	1822	**K**	2	0.11%	82	4%	993	54%	150	8%	627	34%	1854
1	**2**	0.11%	79	4%	978	54%	147	8%	619	34%	1825	**1**	**3**	0.16%	80	4%	995	54%	149	8%	630	34%	1857
2	**4**	0.21%	82	4%	1033	54%	134	7%	645	34%	1898	**2**	**4**	0.21%	83	4%	1052	54%	136	7%	656	34%	1931
3	**4**	0.20%	92	5%	1090	56%	130	7%	637	33%	1953	**3**	**5**	0.25%	93	5%	1110	56%	132	7%	647	33%	1987
4	**1**	0.05%	71	4%	1142	58%	122	6%	638	32%	1974	**4**	**1**	0.05%	73	4%	1163	58%	124	6%	648	32%	2009
5	**1**	0.05%	88	5%	1130	58%	126	6%	610	31%	1955	**5**	**1**	0.05%	88	4%	1152	58%	128	6%	620	31%	1989
6	**1**	0.05%	78	4%	1236	61%	103	5%	601	30%	2019	**6**	**1**	0.05%	79	4%	1258	61%	105	5%	611	30%	2054
7	**1**	0.05%	73	4%	1259	62%	95	5%	612	30%	2040	**7**	**2**	0.10%	74	4%	1281	62%	96	5%	623	30%	2076
8	**2**	0.10%	72	4%	1233	61%	89	4%	618	31%	2014	**8**	**2**	0.10%	73	4%	1254	61%	91	4%	629	31%	2049
9	**2**	0.09%	90	4%	1365	60%	114	5%	721	31%	2292	**9**	**2**	0.09%	92	4%	1390	60%	116	5%	732	31%	2332
10	**5**	0.24%	67	3%	1264	61%	125	6%	596	29%	2057	**10**	**5**	0.24%	69	3%	1287	61%	126	6%	606	29%	2093
11	**1**	0.06%	68	4%	1121	65%	74	4%	457	27%	1721	**11**	**1**	0.06%	69	4%	1138	65%	75	4%	468	27%	1751
12	**1**	0.06%	57	4%	925	58%	57	4%	561	35%	1601	**12**	**2**	0.12%	58	4%	940	58%	58	4%	571	35%	1629
Total	27	0.11%	998	4%	14752	59%	1463	6%	7931	32%	25171	**Total**	31	0.12%	1013	4%	15013	59%	1486	6%	8068	32%	25611

Table 2 (Cont'd): Year of Implementation for Existing Magnet Schools included in the Project

School Name	**First School Year as a Magnet School**
Windsor Elementary	2011
E.L. Wright Middle	2011
Richland Northeast High	2011

Project Narrative

Project Narrative-Table 3 Information-Magnet Schools Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Richland Two Table 3** Pages: **6** Uploaded File: **Richland Two Table 3.pdf**

Windsor Elementary School

Table 3: Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories) **OMB-1855-0011- Expiration 05/31/2010**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment (Current School Year—October 1, 2009)												Projected Enrollment (Year 1 of Project—Oct 1, 2010)											
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	*Not of Hispanic Origin* Black (Number)	*Not of Hispanic Origin* Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	*Not of Hispanic Origin* Black (Number)	*Not of Hispanic Origin* Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	**0**	0%	3	3%	59	68%	20	23%	5	6%	87	**K**	0	0%	3	3%	58	68%	19	23%	5	6%	85
1	**1**	1%	4	4%	61	64%	18	19%	12	13%	96	**1**	0	0%	3	3%	56	67%	18	22%	7	8%	84
2	**2**	2%	2	2%	73	64%	19	17%	18	16%	114	**2**	1	1%	4	4%	61	64%	17	18%	12	13%	96
3	**0**	0%	3	3%	63	64%	21	21%	12	12%	99	**3**	2	2%	2	2%	76	64%	20	17%	18	15%	119
4	**0**	0%	2	2%	74	72%	10	10%	17	17%	103	**4**	0	0%	3	3%	68	64%	22	21%	13	12%	107
5	**0**	0%	2	2%	76	76%	14	14%	8	8%	100	**5**	0	0%	2	2%	78	72%	11	10%	18	17%	108
6												**6**											
7												**7**											
8												**8**											
9												**9**											
10												**10**											
11												**11**											
12												**12**											
Total	**3**	1%	16	3%	406	68%	102	17%	72	12%	599	**Total**	3	1%	17	3%	398	66%	108	18%	73	12%	599

Table 3 (Cont'd): Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories)

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment **(Year 2 of Project—Oct 1, 2011)**											
Grade Level	Alaskan Native (Number)	Alaskan Native (%)	Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	2	2%	4	4%	76	67%	12	11%	20	18%	114
1	1	1%	3	3%	60	65%	19	20%	10	11%	93
2	0	0%	3	3%	58	64%	18	20%	12	13%	91
3	1	1%	4	4%	65	64%	17	17%	14	14%	101
4	2	2%	2	2%	80	65%	20	16%	19	15%	123
5	0	0%	3	3%	73	65%	22	20%	14	13%	112
6			19		412	65%	108	17%	89	14%	634
7											
8											
9											
10											
11											
12											
Total	6	1%	19	3%	412	65%	108	17%	89	14%	634

Projected Enrollment **(Year 3 of Project—Oct 1, 2012)**											
Grade Level	Alaskan Native (Number)	Alaskan Native (%)	Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	2	2%	4	3%	67	58%	20	17%	25	22%	116
1	2	2%	4	3%	75	61%	16	13%	25	20%	122
2	1	1%	3	3%	61	62%	20	20%	14	14%	99
3	0	0%	3	3%	60	62%	19	20%	15	15%	97
4	1	1%	4	4%	67	63%	19	18%	15	14%	106
5	2	2%	2	2%	85	66%	20	16%	20	16%	129
6			20	3%	415	62%	114	17%	114	17%	669
7											
8											
9											
10											
11											
12											
Total	7	1%	20	3%	415	62%	114	17%	114	17%	669

E. L. Wright Middle School

Table 3: Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories) **OMB-1855-0011- Expiration 05/31/2010**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	*Not of Hispanic Origin* Black (Number)	*Not of Hispanic Origin* Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
K											
1											
2											
3											
4											
5											
6	0	0%	12	4%	216	64%	16	5%	93	28%	337
7	0	0%	16	5%	217	63%	19	5%	94	27%	346
8	0	0%	23	7%	200	58%	22	6%	102	29%	347
9											
10											
11											
12											
Total	0	0%	51	5%	633	61%	57	6%	289	28%	1030

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	*Not of Hispanic Origin* Black (Number)	*Not of Hispanic Origin* Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
K											
1											
2											
3											
4											
5											
6	0	0%	13	4%	227	64%	17	5%	98	28%	355
7	0	0%	16	5%	209	62%	18	5%	92	27%	335
8	0	0%	23	7%	201	58%	22	6%	102	29%	348
9											
10											
11											
12											
Total	0	0%	52	5%	637	61%	57	5%	292	28%	1038

Table 3 (Cont'd): Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories)

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment **(Year 2 of Project—Oct 1, 2011)**												Projected Enrollment **(Year 3 of Project—Oct 1, 2012)**											
Grade Level	Alaskan Native (Number)	Alaskan Native (%)	Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	Alaskan Native (Number)	Alaskan Native (%)	Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K												**K**											
1												**1**											
2												**2**											
3												**3**											
4												**4**											
5												**5**											
6	**0**	0%	16	4%	216	59%	20	5%	115	31%	367	**6**	**0**	0%	17	5%	212	56%	21	6%	127	34%	377
7	**0**	0%	17	5%	226	61%	18	5%	110	30%	371	**7**	**0**	0%	18	5%	208	56%	20	5%	126	34%	372
8	**0**	0%	16	5%	209	61%	20	6%	95	28%	340	**8**	**0**	0%	17	5%	224	60%	18	5%	112	30%	371
9												**9**											
10												**10**											
11												**11**											
12												**12**											
Total	0	0%	49	5%	651	60%	58	5%	320	30%	1078	**Total**	0	0%	52	5%	644	58%	59	5%	365	33%	1120

Richland Northeast High School

Table 3: Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories) **OMB-1855-0011- Expiration 05/31/2010**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	*Not of Hispanic Origin* Black (Number)	*Not of Hispanic Origin* Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K											
1											
2											
3											
4											
5											
6											
7											
8											
9	**2**	0%	13	3%	292	65%	49	11%	91	20%	447
10	**1**	0%	11	3%	292	71%	25	6%	81	20%	410
11	**0**	0%	8	3%	180	67%	12	4%	69	26%	269
12	**0**	0%	6	2%	217	70%	24	8%	65	21%	312
Total	**3**	0%	38	3%	981	68%	110	8%	306	21%	1438

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	*Not of Hispanic Origin* Black (Number)	*Not of Hispanic Origin* Black (%)	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K											
1											
2											
3											
4											
5											
6											
7											
8											
9	**2**	0%	14	3%	299	65%	50	11%	93	20%	458
10	**2**	1%	13	4%	228	64%	36	10%	78	22%	357
11	**1**	0%	9	3%	205	72%	20	7%	49	17%	284
12	**0**	0%	8	3%	203	67%	15	5%	76	25%	302
Total	**5**	0%	44	3%	935	67%	121	9%	296	21%	1401

Table 3 (Cont'd): Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories)

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment **(Year 2 of Project—Oct 1, 2011)**											
Grade Level	Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K											
1											
2											
3											
4											
5											
6											
7											
8											
9	**2**	0%	14	3%	299	62%	50	10%	115	24%	480
10	**2**	1%	12	3%	242	63%	40	10%	89	23%	385
11	**2**	1%	10	3%	185	63%	23	8%	75	25%	295
12	**1**	0%	12	4%	212	68%	22	7%	63	20%	310
Total	**7**	0%	48	3%	938	64%	135	9%	342	23%	1470

Projected Enrollment **(Year 3 of Project—Oct 1, 2012)**											
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K											
1											
2											
3											
4											
5											
6											
7											
8											
9	3	1%	18	4%	300	59%	45	9%	139	28%	505
10	2	0%	12	3%	250	61%	40	10%	109	26%	413
11	2	1%	10	3%	203	63%	25	8%	80	25%	320
12	2	1%	12	4%	191	62%	24	8%	79	26%	308
Total	**9**	1%	52	3%	944	61%	134	9%	407	26%	1546

Project Narrative

Project Narrative-Table 5 Information-Feeder School Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Richland Two Table 5** Pages: **8** Uploaded File: **Richland Two Table 5.pdf**

Windsor Elementary School with 16 Elementary Feeder Schools

Table 5: Feeder School Enrollment Data

For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".

- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.

Use additional sheets, if necessary.

Schools		Actual Enrollment as of October 1, 2009 (Current School Year)												Projected Enrollment as of October 1, 2010 (Year 1 of Project)											
FEEDER	MAGNET(S)	American Indian/Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students	FEEDER	MAGNET(S)	American Indian/Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
Bethel-Hanberry	All	0	0%	11	2%	242	34%	28	4%	430	60%	711	Bethel-Hanberry	All	0	0%	9	2%	208	35%	23	4%	346	59%	586
Bookman Road	All	0	0%	23	4%	176	31%	16	3%	348	62%	563	Bookman Road	All	0	0%	22	4%	169	31%	16	3%	334	62%	541
Bridge Creek	All	0	0%	11	2%	303	69%	37	8%	90	20%	441	Bridge Creek	All	1	0%	25	4%	398	65%	45	7%	143	23%	612
L.W. Conder	All	0	0%	4	1%	485	76%	121	19%	28	4%	638	L.W. Conder	All	0	0%	4	1%	480	76%	119	19%	28	4%	631
Forest Lake	All	0	0%	16	3%	360	65%	30	5%	147	27%	553	Forest Lake	All	0	0%	15	3%	350	65%	29	5%	143	27%	537
Joseph Keels	All	0	0%	9	2%	534	93%	13	2%	18	3%	574	Joseph Keels	All	0	0%	9	2%	508	93%	13	2%	18	3%	548
Killian	All	0	0%	18	3%	450	84%	25	5%	44	8%	537	Killian	All	0	0%	18	3%	464	84%	25	5%	47	8%	554
Lake Carolina	All	3	0%	68	7%	320	35%	30	3%	492	54%	913	Lake Carolina	All	3	0%	60	7%	294	35%	27	3%	460	55%	844
Langford	All	0	####	0	###	0	###	0	###	0	###	0	Langford	All	1	0%	10	2%	139	35%	15	4%	236	59%	401
L.B. Nelson	All	2	0%	18	4%	333	66%	12	2%	136	27%	501	L.B. Nelson	All	2	0%	18	4%	335	66%	12	2%	137	27%	504

North Springs	All	0	0%	22	3%	475	68%	24	3%	177	25%	698	North Springs	All	0	0%	22	3%	466	68%	24	4%	173	25%	685
Polo Road	All	0	0%	74	11%	380	54%	81	12%	169	24%	704	Polo Road	All	0	0%	72	10%	372	54%	79	11%	165	24%	688
Pontiac	All	1	0%	22	3%	375	47%	119	15%	283	35%	800	Pontiac	All	1	0%	23	3%	384	47%	122	15%	290	35%	820
Rice Creek	All	0	0%	43	6%	554	71%	29	4%	150	19%	776	Rice Creek	All	0	0%	43	6%	551	71%	29	4%	149	19%	772
Round Top	All	0	0%	22	3%	205	27%	16	2%	524	68%	767	Round Top	All	0	0%	20	3%	172	27%	14	2%	441	68%	647
Sandlapper	All	0	0%	38	5%	502	73%	28	4%	123	18%	691	Sandlapper	All	0	0%	37	6%	473	73%	27	4%	115	18%	652

Table 5: Feeder School Enrollment Data (Cont'd)

For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".

- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.

Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2011 (Year 2 of Project)												Projected Enrollment as of October 1, 2012 (Year 3 of Project)										
FEEDER	MAGNET(S)	American Indian/Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students	FEEDER	MAGNET(S)	American Indian/Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
Bethel-Hanberry	All	0	0%	10	2%	215	36%	24	4%	351	59%	600	Bethel-Hanberry	All	0	0%	12	2%	220	36%	26	4%	347	57%	605
Bookman Road	All	0	0%	22	4%	172	32%	17	3%	334	61%	545	Bookman Road	All	0	0%	22	4%	174	32%	17	3%	338	61%	551
Bridge Creek	All	1	0%	25	4%	405	64%	47	7%	153	24%	631	Bridge Creek	All	1	0%	26	4%	409	63%	48	7%	167	26%	651
L.W. Conder	All	0	0%	4	1%	482	76%	121	19%	28	4%	635	L.W. Conder	All	0	0%	4	1%	485	76%	123	19%	28	4%	640
Langford	All	1	0%	12	3%	193	47%	57	14%	147	36%	410	Langford	All	1	0%	13	3%	209	47%	62	14%	160	36%	445
Forest Lake	All	0	0%	15	3%	353	65%	29	5%	145	27%	542	Forest Lake	All	0	0%	15	3%	357	65%	30	5%	147	27%	549
Joseph Keels	All	0	0%	9	2%	512	92%	14	3%	20	4%	555	Joseph Keels	All	0	0%	9	2%	516	92%	15	3%	21	4%	561
Killian	All	0	0%	21	4%	475	83%	27	5%	49	9%	572	Killian	All	0	0%	21	4%	479	83%	28	5%	52	9%	580

Lake Carolina	All	3	0%	64	7%	303	35%	30	3%	475	54%	875	Lake Carolina	All	3	0%	68	8%	313	35%	33	4%	488	54%	905
Langford	All	1	0%	13	3%	156	35%	20	5%	250	57%	440	Langford	All	1	0%	14	3%	169	35%	21	4%	275	57%	480
L.B. Nelson	All	2	0%	18	4%	338	67%	12	2%	138	27%	508	L.B. Nelson	All	2	0%	18	4%	340	67%	12	2%	139	27%	511
North Springs	All	0	0%	22	3%	472	68%	25	4%	176	25%	695	North Springs	All	0	0%	22	3%	478	68%	26	4%	180	25%	706
Polo Road	All	0	0%	71	11%	350	54%	74	11%	155	24%	650	Polo Road	All	0	0%	73	11%	354	54%	76	11%	158	24%	661
Pontiac	All	1	0%	23	3%	314	47%	95	14%	237	35%	670	Pontiac	All	1	0%	24	3%	322	46%	99	14%	247	36%	693
Rice Creek	All	0	0%	44	6%	564	71%	30	4%	152	19%	790	Rice Creek	All	0	0%	44	6%	567	72%	30	4%	152	19%	793
Round Top	All	0	0%	20	3%	188	28%	14	2%	450	67%	672	Round Top	All	0	0%	20	3%	196	29%	14	2%	450	66%	680
Sandlapper	All	0	0%	37	6%	481	72%	28	4%	119	18%	665	Sandlapper	All	0	0%	38	6%	484	72%	29	4%	121	18%	672

E. L. Wright Middle School with (eventually) 6 Middle Feeder Schools

Table 5: Feeder School Enrollment Data

For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".

- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.

Use additional sheets, if necessary.

Schools		Actual Enrollment as of October 1, 2009 (Current School Year)												Projected Enrollment as of October 1, 2010 (Year 1 of Project)											
FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students	FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
Blythewood	All	1	0%	9	1%	446	42%	31	3%	583	54%	1070	Blythewood	All	1	0%	9	1%	450	42%	31	3%	588	54%	1079
Dent	All	4	0%	67	5%	771	61%	74	6%	345	27%	1261	Dent	All	4	0%	67	5%	769	61%	74	6%	344	27%	1258
Kelly Mill	All	0	0%	42	4%	649	65%	34	3%	280	28%	1005	Kelly Mill	All	0	0%	43	4%	656	64%	35	3%	285	28%	1019
Longleaf	All	0	0%	19	3%	454	80%	26	5%	70	12%	569	Longleaf	All	0	0%	20	3%	482	79%	27	4%	78	13%	607
Middle School 7	All	N/A	###	N/A	###	N/A	###	N/A	###	N/A	###	N/A	Middle School 7	All	N/A	###	N/A	###	N/A	###	N/A	###	N/A	###	0
Summit Parkway	All	0	0%	31	4%	532	64%	42	5%	222	27%	827	Summit Parkway	All	0	0%	33	4%	568	64%	44	5%	238	27%	883

Table 5: Feeder School Enrollment Data (Cont'd)

For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".

- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.

Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2011 (Year 2 of Project)												Projected Enrollment as of October 1, 2012 (Year 3 of Project)											
FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (%) *Not of Hispanic Origin* (Number)	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students	FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (%) *Not of Hispanic Origin* (Number)	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
Blythewood	All	1	0%	8	1%	362	43%	29	3%	450	53%	850	Blythewood	All	1	0%	8	1%	372	43%	29	3%	450	52%	860
Dent	All	4	0%	67	5%	772	61%	76	6%	346	27%	1265	Dent	All	4	0%	67	5%	776	61%	76	6%	346	27%	1269
Kelly Mill	All	0	0%	44	5%	576	64%	37	4%	243	27%	900	Kelly Mill	All	0	0%	46	5%	584	64%	38	4%	245	27%	913
Longleaf	All	0	0%	20	3%	506	79%	30	5%	84	13%	640	Longleaf	All	0	0%	21	3%	525	78%	33	5%	96	14%	675
Middle School 7	All	1	0%	8	1%	260	42%	19	3%	332	54%	620	Middle School 7	All	1	0%	8	1%	275	43%	19	3%	332	52%	635
Summit Parkway	All	0	0%	35	4%	570	64%	47	5%	245	27%	897	Summit Parkway	All	0	0%	35	4%	574	64%	47	5%	245	27%	901

Richland Northeast High School with (eventually) 4 High School Feeder Schools

Table 5: Feeder School Enrollment Data

For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".

- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.

Use additional sheets, if necessary.

Schools		Actual Enrollment as of October 1, 2009 (Current School Year)												Projected Enrollment as of October 1, 2010 (Year 1 of Project)											
FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students	FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
Blythewood	All	1	0%	35	2%	1149	56%	73	4%	808	39%	2066	Blythewood	All	1	0%	36	2%	1174	56%	75	4%	826	39%	2112
High School 5	All	0	####	0	####	0	####	0	####	0	####	0	High School 5	All	0	####	0	###	0	#####	0	###	0	####	0
Ridge View	All	1	0%	66	3%	1341	67%	96	5%	504	25%	2008	Ridge View	All	1	0%	68	3%	1368	67%	98	5%	514	25%	2049
Spring Valley	All	5	0%	123	6%	1057	53%	77	4%	738	37%	2000	Spring Valley	All	5	0%	121	6%	1050	53%	77	4%	732	37%	1985

Table 5: Feeder School Enrollment Data (Cont'd)

For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".

- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.

Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2011 (Year 2 of Project)												Projected Enrollment as of October 1, 2012 (Year 3 of Project)										
FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students	FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian/Pacific Islander (Number)	Asian/Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
Blythewood	All	1	0%	40	2%	1192	56%	77	4%	820	38%	2130	Blythewood	All	1	0%	39	2%	945	57%	60	4%	605	37%	1650
High School 5	All	0	####	0	####	0	####	0	####	0	####	0	High School 5	All	2	0%	30	2%	716	57%	46	4%	456	36%	1250
Ridge View	All	1	0%	68	3%	1380	67%	100	5%	516	25%	2065	Ridge View	All	1	0%	54	3%	1068	67%	77	5%	400	25%	1600
Spring Valley	All	5	0%	123	6%	1056	53%	81	4%	715	36%	1980	Spring Valley	All	5	0%	125	6%	1070	55%	85	4%	670	34%	1955

Project Narrative

Project Narrative-Table 7 and 8 Information-LEA-Level (Converted) Enrollment Data-Download tables from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 9 Information-Magnet Schools (Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 11 Information-Feeder-(Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 13 Information-Selection of Students-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Richland Two Table 13** Pages: **3** Uploaded File: **Richland Two Table 13.pdf**

Table 13: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

Magnet School(s): Windsor Elementary School

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.

☑ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Students will be randomly selected in the district's public lottery event to fill available seats. The enrollment will be open to randomly selected students from the 16 feeder elementary schools in the district. A sibling policy will allow all siblings of selected students to attend the magnet program at the same school without having to be selected during the lottery process. At the end of Year 2, fifth grade students from Windsor Elementary may transfer to E. L. Wright Middle, the proposed magnet school which will implement the International Baccalaureate Middle Years Programme. Those students who transfer will not be required to qualify by lottery. This policy will strengthen the IB Continuum by encouraging students to continue their educational pursuits at the three proposed magnet schools.

There will not be any academic achievement criteria that will be used in selecting students for this magnet school.

Magnet School(s): E. L. Wright Middle School

Check the appropriate box:

☐Academic examination is a criterion in the magnet school student selection process.

☑Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Students will be randomly selected in the district's public lottery event to fill available seats. The enrollment will be open to randomly selected students from the 6 feeder middle schools in the district. A sibling policy will allow all siblings of selected students to attend the magnet program at the same school without having to be selected during the lottery process. At the end of Year 2, eighth grade students from E. L. Wright Middle may continue the International Baccalaureate Middle Years Programme in grade 9 and 10 at Richland Northeast High School, the third proposed magnet school. Those students who continue will not be required to qualify by lottery. This policy will strengthen the IB Continuum by encouraging students to continue their educational pursuits at the three proposed magnet schools. There will not be any academic achievement criteria that will be used in selecting students for this magnet school.

Magnet School(s): Richland Northeast High School

Check the appropriate box:

☐Academic examination is a criterion in the magnet school student selection process.

☑Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Students will be randomly selected in the district's public lottery event to fill available seats. The enrollment will be open to randomly selected students from the 4 feeder high schools in the district. A sibling policy will allow all siblings of selected students to attend the magnet program at the same school without having to be selected during the lottery process. Students may continue the International Baccalaureate Middle Years Programme in grade 9 and 10 at Richland Northeast High School, the third proposed magnet school. Those students who continue will not be required to qualify by lottery. For grade 11 and 12, the students may choose the Global Studies or the Diplomma Programme (DP). Global Studies does not have any academic achievement criteria or other requirements. This research based program maintains the rigor and authentic assessment associated with the IB Programme. The DP does have academic requirements.

Project Narrative

Project Narrative-Table 14 Information-Revised Magnet Schools-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Richland Two Table 14** Pages: **2** Uploaded File: **Richland Two Table 14.pdf**

Table 14: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 – 11:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Magnet School:

Nature of Revision or Change to the Magnet School:

Although no revised magnet *schools* will participate in the project, Richland Northeast High School does have individual magnet programs. The district has targeted this high school and two other schools that will be new wall-to-wall magnet schools. These schools will be transformed by implementing the highly acclaimed International Baccalaureate Programme. This is an internationally known academic program which will greatly benefit students, especially children of the military. Their transition will be lessened if they are already familiar with the curriculum. This familiarity will assist with the reduction of learning gaps that occur when students transfer from one school to another one. The three targeted schools have the capacity to serve 3,775 students.

Explanation of How or Why the Revision is Significant:

Enhancing the schools' academic focus to include the International Baccalaureate (IB) Programme will significantly increase student learning and enhance teacher efficacy. Teachers at each grade level will rewrite their curriculum guides so that they are vertically and horizontally aligned with South Carolina State Standards as well as including the IB curriculum and strategies to develop the intellectual, personal, emotional and social skills of students to live, learn and work in a rapidly globalizing world.

Project Narrative

Project Narrative-Magnet Schools Assistance Program Assurances-Download form from the application package available on the program's website and upload form here.

Attachment 1:
Title: **Richland Two MSAP Assurances** Pages: **1** Uploaded File: **Richland Two MSAP Assurances001.pdf**

VI. ASSURANCES AND CERTIFICATIONS

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Signature of Authorized Representative

4/30/2010
Date

Project Narrative

Project Narrative-Resumes-Refer to: Instructions for Other Documents and Attachments

Attachment 1:
Title: **Richland Two Resumes** Pages: **36** Uploaded File: **Richland Two Resumes.pdf**

Appendix A

Resumes of Key Personnel

- Project Director-Sara Wheeler
- Evaluators-Dr. Diane Monrad and Dr. Robert Johnson
- Chief Academic Officer-Sue Mellette
- Chief Planning Officer-Fred McDaniel
- Principal, Windsor Elementary School-Eric Jeffcoat
- School Facilitator, Windsor Elementary School-Della Johnson
- Principal, E. L. Wright Middle School-Lori Marrero
- School Facilitator, E. L. Wright Middle School-Malinda Taylor
- Principal, Richland Northeast High School-Ralph Schmidt
- School Facilitator, Richland Northeast High School-Virginia Tate
- Executive Dir. of Curriculum, Instruction & Professional Dev.-Nancy Gregory
- Director of Accountability and Evaluation-Jeff Potts
- District Grants Coordinator-Arlene Bakutes

Job Descriptions of the Proposed Positions

- Project Director
- School Facilitator
- Data Analyst
- Secretary/Bookkeeper

District Organizational Chart

Resumes

Proposed Project Director

Sara C. Wheeler

(b)(6)

Education: University of Georgia
B. S. in Education
Graduate work:
University of West Georgia
Armstrong State College
Savannah State College
University of South Carolina

Current SC Certificate at the Masters Level Certified in:
Elementary Education
Gifted (K-12)
Middle Level Education
Secondary Social Studies

Years of experience: 40

Currently employed by Richland School District Two in Columbia, SC since 1987.

Positions held:

2008-present **Site Coordinator for Project SUCCESS at Richland Northeast High School**
Smaller Learning Communities Grant

2004-2008 **Director, Project ImPACT** – Magnet Schools Assistance Program Grant

2003 -2004 **Director of Leadership and Magnet Programs** at Richland Northeast High School - working with two district academic magnet programs, Horizon (Honors magnet) and iLINK (college prep technology magnet) and one district arts magnet program (Palmetto Center for the Arts). Worked with the entire student body, staff and faculty in the area of Leadership.

2000-2003 **Lead Teacher of The Leadership Academy at Wright** - District magnet for average to above average students with leadership potential. This position is evaluated as an administrative position.

1996-2000 **Talented and Gifted coordinator** at Ridgeview High School. Served as **Director of the Honor's School**, a "school- within- a- school."

1992-96 **The Learning Collaborative at Dent Middle School** - District's magnet program for high achievers.

1989-92 **Middle School ALERT program** – District's gifted program

1987-89 **Elementary ALERT program** - District's gifted program

Awards/Positions:
South Carolina Bar Law Related Education Citizen of the Year - 2010
Current Board of Directors for Magnet Schools of America
Superintendent's District "World Class" Leadership Award - 2007
Currently represents the SC 2nd Congressional District for the Center for Civic Education
National Middle School Law Related Ed. Teacher of the Year - 1994
South Carolina Law Related Education Teacher of the Year – 1993

Proposed Evaluator

DIANE MAHONY MONRAD
South Carolina Educational Policy Center
Suite 010, College of Education
University of South Carolina
Columbia, South Carolina 29208
(803) 777-8244

EDUCATION

B. A.	Psychology, Duke University, Durham, North Carolina, 1972
M. A.	Psychology, Johns Hopkins University, Baltimore, Maryland, 1975
Ph.D.	Developmental Psychology, Johns Hopkins University, Baltimore, Maryland, 1978

PROFESSIONAL EXPERIENCE

July 97 - Present	Director, South Carolina Educational Policy Center, Department of Educational Leadership and Policies, College of Education, University of South Carolina, South Carolina. Supervises all operations of the South Carolina Educational Policy Center including educational policy research and program evaluation. Principal investigator for multiple projects.
July 95 - June 97	Interim Director, Office of Research and the Educational Policy Center (OR/EPC), College of Education, University of South Carolina, Columbia, South Carolina. Responsible for all aspects of the daily management and operation of the Office of Research/Educational Policy Center (OR/EPC). Additional duties included procurement of contracts, training of graduate students, conduct of contract work, and the provision of consultation services to the state educational community.
July 95 - Present	Research Associate Professor, Department of Educational Leadership and Policies, College of Education, University of Education, Columbia, South Carolina.
Jan 91 - June 95	Director of Research and Evaluation, School Improvement Council Assistance, School of Education, University of South Carolina Columbia, South Carolina. Responsible for the design, implementation, analysis, and evaluation of all research projects concerned with school improvement councils in South Carolina. Duties also include providing technical assistance to council members and related school staff, developing training materials, conducting council training, and disseminating materials on effective schooling.

ACADEMIC AND PROFESSIONAL ACCOMPLISHMENTS

November 2006	Received the Friend of Gifted Education Award from the South Carolina Consortium for Gifted Education (SCCGE) for advocacy and professional service on behalf of the children of South Carolina at the 2006 SCCGE annual conference in Charleston, South Carolina.
1999-Present	Member of the Board of Directors, Southeastern Regional Vision for Education (SERVE). Appointed by State Superintendent of Education Inez Tenenbaum.
Nov. 1996	South Carolina Educational Foundation Named Gift Recipient, American Association of University Women, Columbia Branch.
1973 - 1976	N. I. M. H. Training Grant Fellowship, Johns Hopkins University, Baltimore, Maryland.
1975 - 1976	Pre-doctoral Fellowship, American Association of University Women Educational Foundation. (Edith Castleberry Endowed Fellowship)
1975 - 1976	John W. Graham Grant, Johns Hopkins University, Baltimore, Maryland.

PROFESSIONAL AFFILIATIONS

Society for Research in Child Development

American Psychological Association

American Evaluation Association

American Educational Research Association

National Council on Measurement in Education

South Carolina Educators for the Practical Use of Research

South Carolina Association of School Administrators

Proposed Evaluator

ROBERT LEWIS JOHNSON
Department of Educational Studies, College of Education
University of South Carolina
Columbia, SC 29208
(803) 777-6585

EDUCATION:

University of North Carolina-Greensboro. Ph.D. Educational Research, Measurement, and Evaluation, August 1995.
University of North Carolina-Greensboro. M.Ed. Gifted and Talented, August 1982.
University of North Carolina-Greensboro. B.S. Early Childhood Education, December 1979.

POSITIONS:

Department Chair of Educational Studies, College of Education, University of South Carolina at Columbia, Columbia, SC (January 2009 to present).

Professor - Department of Educational Studies, University of South Carolina at Columbia, Columbia, SC (August 2009 to present). Instructor of *Introduction to Classroom Assessment* (EDRM 423), *Educational Measurement* (EDRM 720), *Constructing Cognitive Instruments* (EDRM 721), *Design and Analysis of Educational Surveys* (EDRM 724), and *Seminar in Research Techniques (*EDRM 878*).*

Associate Professor - Department of Educational Studies, University of South Carolina at Columbia, Columbia, SC (August 2002 to August 2009). Instructor of *Introduction to Classroom Assessment* (EDRM 423), *Educational Measurement* (EDRM 720), *Constructing Cognitive Instruments* (EDRM 721), *Design and Analysis of Educational Surveys* (EDRM 724), and *Program Evaluation in the Arts* (EDUC R632S).

Director of the Office of Program Evaluation, College of Education, University of South Carolina at Columbia, Columbia, SC (August 2002 to June 2005).

Assistant Professor - Department of Educational Studies, University of South Carolina at Columbia, Columbia, SC (August 1996 to August 2002). Instructor of *Educational Measurement* (EDRM 720), *Constructing Cognitive Instruments* (EDRM 721), *Classroom Assessment Methods* (EDRM 723), *Design and Analysis of Educational Surveys* (EDRM 724), and Classroom *Assessment in the Arts* (EDUC 633W).

Academically Gifted Teacher- Germanton Elementary, Germanton, NC. First-sixth grades, Language Arts and Math Resource (April 1981 to June 1992).

Migrant Education Teacher- Stokes County Board of Education, Danbury, NC. Kindergarten-ninth grades, Language and Math Resource, Itinerant (December 1979 to April 1981).

PROFESSIONAL ASSOCIATIONS:

American Educational Research Association
American Evaluation Association
National Council on Measurement in Education
South Carolina Educators for the Practical Use of Research (President 2003-2004)

GRANTS AND CONTRACTS:

Evaluator

Johnson, R. (2003-2008). *Evaluation of the South Carolina Reading First Initiative.* South Carolina Department of Education ($143,000 annually for 5 years).

Johnson, R. (2004-2007). *Evaluation of ImPACT.* Richland Two ($80,000 annually for 3 years).

Johnson, R. (2004). *Evaluation of Diverse Pathways in Teacher Preparation.* Department of Instruction and Teacher Education at USC ($75,000).

Johnson, R., & Monrad, D. (2004). *Evaluation of the High School Initiatives*. Richland Two ($43,000).

Johnson, R. (2002). *Evaluation of the Research Communications Studio.* University of South Carolina College of Engineering and Information Technology ($20,000 annually for 2 years).

Principal Investigator

Johnson, R. (2008). *Graduate Assistantship in the Office of Research, Evaluation and Accountability*. Richland School District Two ($30,000).

Johnson, R. *Arts Assessment Institutes* (2002). South Carolina Department of Education ($34,582).

Johnson, R. *South Carolina Arts Assessment Project* (2002). South Carolina Department of Education ($74,954).

Johnson, R. *Development of a Standards-based Arts Assessment* (2001). South Carolina Department of Education ($35,000).

Johnson, R. *The Curriculum Leadership Institute in the Arts-Assessment* (2000). Arts in the Basic Curriculum (ABC) Project ($18,800).

Sue H. Mellette

(b)(6)

Chief Academic Officer

EDUCATION:

Foundations in Mentoring, University of California, Santa Cruz 2004

Cognitive Coaching Training, SCTRC 2002

Requisites of a Leader, Seminar Series, State Department of Education 2001
Columbia, SC

Leadership Assessment Center, State Department of Education 1996
Columbia, SC

Masters of Education, University of South Carolina, Columbia, SC 1984
Major Area and Certification: Administration and Supervision

Program for Effective Teaching 1984

Bachelor of Arts, Mercer University, Atlanta, Georgia 1977
Major: English Education

EXPERIENCE:

Interim Chief Academic Officer
Oversee Academic Services, Richland School District Two July, 2009- Present

Director
Curriculum and Professional Development, Richland School District II 2001 - 2009

Principal 1996- 2001

Windsor Elementary School, Richland School District II

Assistant Principal 1992-1996
Windsor Elementary School, Richland School District II

Language Arts Coordinator K-12 1988-1992
Richland School District II

Coordinator of Gifted and Talented Program 1986-1988

Spring Valley High School, Richland School District II

English Teacher 1980-1986
Spring Valley High School, Richland School District II

PROFESSIONAL ORGANIZATIONS:

National Staff Development Council	NSDC
South Carolina Staff Development Council	SCSDC
Association of Supervision and Curriculum	ASCD
South Carolina Association of Supervision and Curriculum	SCASCD
South Carolina Association for School Administrators	SCASA

OFFICES HELD:

Treasurer, SCSDC	2009-2010
Board of Directors, SCSDC	2008- Present
Chairperson, Young Writers' Conference	1993-1994
Co-Chairperson, Young Writers' Conference	1992-1993
Board of Directors, Young Writers' Conference	1989-1996
Editor, ***HARBINGER***, Newsletter for SCCTE	1993-1995
President, SCCTE	1993-1994
President-Elect, SCCTE	1992-1993
Vice President for Programs, SCCTE	1991-1992
Board of Directors, SCCTE	1989-1995
President, State Language Arts Coordinators	1991-1993
Vice-President, State Language Arts Coordinators	1990-1991

COMMITTEES/WORKSHOPS/CONFERENCES/AWARDS/PROGRAMS INITIATED:

Presenter, SCASCD Charleston, SC "Richland Two - Building Teacher Efficacy"	April 25, 2009
Presenter, National ASCD Sumer Conference Houston, Texas "Richland Two - Building Teacher Efficacy"	June 26, 2009
Whole School Instructional Practices (IPA) Trained Based on the LCS –	2006-07
Learning Centered School Protocol (LCS) Trained	2006-07
Implemented Full Release New Teacher Mentoring Program – 2 year program (Based on the New Teacher Center, Santa Cruz)	2004-05
Creating the Learning Centered School –Trained Mike Rutherford, President and CEO	2004-05
New Teacher Center – Mentor trained University of California at Santa Cruz	2004-05
Served as a member of State **ADEPT** Committee Purpose: to review evaluation instrument for initial, annual, and contract teachers.	2004-05

Fred G. McDaniel II
(b)(6)
fmcdaniel@richland2.org

Education:
ABD (Ph.D.) Educational Psychology, University of South Carolina, Columbia, SC, Concentrated Studies: Learning Theory, Measurement, Educational Administration and Leadership.

M.Ed. Educational Research and Measurement, University of South Carolina, Columbia, SC 1999 Concentrated Studies: Learning and Cognition, Constructing Cognitive Instruments, Multicultural Education, Program Evaluation

B.A. Psychology, University of Montana, Missoula, MT, 1994. Concentrated Studies: Behavioral and Experimental Psychology. Aboriginal and Australian Studies (Studied abroad at Curtin University, Perth, Western Australia.

Graduate of Davidson Honors College, High Honors, University Scholar, 3.96 GPA

Experience:

Currently **Chief Planning Officer**
Richland School District Two
Columbia, SC 29206

2006- **Executive Director of Planning**
Richland School District Two
Columbia, SC 29206

2005-2006 **Vice-President, Operations**
North West Evaluation Association (NWEA)
5885 SW Meadows Road
Suite 200
Lake Oswego, OR 97035

2002-2005 **Director, Test Development Services**
North West Evaluation Association (NWEA)
5885 SW Meadows Road
Suite 200
Lake Oswego, OR 97035

2001-2002 **Director, Quality Assessment System**
Richland School District Two
Columbia, SC 29206

(b)(6)

(b)(6)
ejeffcoa@we.richland2.org

Eric Jeffcoat

Work Experience

2006-present Richland School District Two Columbia, SC

Principal at Windsor Elementary School

- Creating, maintaining, and developing the Integrated Thematic Instruction (ITI) model which includes providing professional development and focusing on the Lifelong Guidelines and LIFESKILLS throughout the school and our community.
- Provide a vision and direction for the school which includes a commitment to implementing the ITI model.
- Implement district initiatives which will enable students to become productive and responsible citizens by focusing on character development under the ITI model.
- Lead teachers in the implementation of innovative curriculum.
- Observe teachers and provide feedback for professional growth.
- Involve the community in the school's initiatives.

2004-2006 Richland School District Two Columbia, SC

Assistant Principal at Lake Carolina Elementary School

- Assist and support the principal.
- Assist teachers with the implementation of innovative curriculum.
- Write and implement schedules.
- Observe teachers and provide feedback for professional growth.
- Order textbooks and resources.
- Manage discipline so that learning will continue.

2003-2004 Richland School District Two Columbia, SC

Teacher at Lake Carolina Elementary School

- Taught fifth grade during the 2003-2004 school year.
- Served on social studies, technology, and Veteran's Day committees.

2001-2003 Richland School District Two Columbia, SC

Teacher at Rice Creek Elementary School

- Taught fifth grade for two years.
- Served on social studies committee.
- Sponsored Junior Beta Club.

1995-2001 St. Andrews Christian Academy Columbia, SC

Teacher at St. Andrews Christian Academy

- Taught fourth grade for one year.
- Taught a combination fourth and fifth grade class for two years.
- Taught third grade for three years.
- Served as school technology specialist.
- Organized field day.
- Began a science resource center which involved selecting and

organizing resources for all grade levels.

Education

2004-2005 Capella University Minneapolis, MN
- Master of Science in Leadership in Educational Administration

2000-2001 Columbia International University Columbia, SC
- Master of Arts in Teaching

1989-1994 Columbia International University Columbia, SC
- Bachelor of Arts

Professional Development

- AIMS Fifth Grade Science Workshop
- Climbing the Data Ladder Workshop
- Differentiated Instruction training
- Discipline for Every Classroom Conference
- Everyday Mathematics training
- Geofest Conference
- Harcourt Reading Program training
- Integrating Technology and Social Studies Workshop
- ITI Bodybrain Workshop
- ITI Model Teaching Week
- Learning Centered Schools training
- Measures of Academic Process (MAP) training
- Palmetto Achievement Challenge Test Training
- Seven Laws of the Learner Workshop
- Social Studies Pacing Guide development
- Technology Education Collaboration Mentors program

Professional Organizations

- Serve on the SCASCD board
- Member of SCASA

Accomplishments

- Recipient of the Dr. Elizabeth Gressette Professional Development Scholarship
- Recipient of the Richland School District Two Leadership Award "Building the Village"

Technology Skills

Skilled and trained in the use of the following types of technology:
- Blackboard
- Inspiration
- InteGrade Pro
- Internet
- Kidspiration
- Microsoft Excel
- Microsoft PowerPoint
- Microsoft Word
- SASI
- Smart Boards

- iPods
- Podcasting
- Voice Recognition Software

Teaching and Speaking Opportunities

- Building Community in a Diverse Population at Columbia International University
- How to Interview for a Teaching Position at Columbia International University
- Advanced PowerPoint for Richland School District Two
- Building Community at the Teacher Forum for Richland School District Two
- Differentiated Instruction at Lake Carolina Elementary
- Inspiration for Richland School District Two
- Kidspiration for Richland School District Two
- PowerPoint Basics and Beyond for Richland School District Two

Personal Interests

- Spending time with my family
- Church activities
- Completing jigsaw puzzles
- Working with technology
- Collecting globes

Proposed School Facilitator
at Windsor Elementary

DELLA JOHNSON
Email:djohnson@richland2.org
(b)(6)

EDUCATION

UNIVERISTY OF PHOENIX, Arizona
Enrolled in Doctoral Program for Leadership: Curriculum and Supervision

UNIVERISTY OF PHOENIX, Arizona
Masters in Administration and Supervision, 2006

UNIVERSITY OF SOUTH CAROLINA, Conway, SC
Bachelor of Arts Degree in Early Childhood Education, 1992
Graduate Credit Hours, 1992-1996

FRANCES MARION COLLEGE, Florence, SC
Graduate Credit Hours, 1992-1996
18 hours of graduate credit in Early Childhood Programs

EDUCATIONAL EMPLOYMENT HISTORY

Aug 2008 – Current	Windsor Elementary School 9800 Dunbarton Drive, Columbia, SC Position: First Grade Teacher
Aug 2007 – June 2008	Fannie Battle Day Home for Children 911 Shelby Ave., Nashville, TN 37206 Position: Metro Pre-K Teacher
July 2004 – Aug 2007	Glenn Enhanced Option Elementary School 322 Cleveland St., Nashville, TN 37207 Position: Pre-Kindergarten Teacher
Aug 2000 – June 2004	Bordeaux Enhanced Option Elementary School 1910 South Hamilton Rd., Nashville, TN 37218 Position: Pre-Kindergarten Teacher
Aug 1999 – Aug 2000	Jacob's Ladder Child Care Center N. Dixie Ave., Cookeville, TN 38501 Position: Preschool Teacher for 3-4 Yr. Olds
Aug 1998 – May 1999	Putnam County School District Substitute Teacher – All Grade Levels
1992 – 1998	Lee County School District, Bishopville, SC 29010 Position: Classroom Teacher Lower Lee Primary, Mayesville, SC 1992 – 1994 Pre-Kindergarten Teacher 1994 – 1996 ½ Day Pre-Kindergarten, ½ Day Kindergarten Teacher Bishopville Primary School, Bishopville, SC

EDUCATIONAL ACHIEVEMENTS:

- Member of Mayor of Nashville's Early Childhood Advisory Taskforce
- Member of Metro Nashville Public School Pre-K Advisory Committee
- Member of State-Wide Pre-K Advisory Council
- Member of Governor's Round Table Discussion Panel on Early Childhood Programs in Tennessee
- Presenter for Upper Cumberland Collaborative Child Care Conference
- Awarded Grants from Metropolitan Nashville Public Education Foundation
  2000 – "Let's Book Bag It", amount $750.00
  2001 – "Ready, Set, Read", amount $750.00
  2002 – "Books Alive", amount $750.00
  2003 – "Make Reading Real", amount $750.00 and "Illustration Inspiration", amount $350.00
- Presenter for State and Local Conferences on a wide range of topics
- Past Member of Ad-Hoc Committee on EC Licensure for Tennessee Dept. of Education
- Presenter for Tennessee Early Learning Standards
- Trainer for Essential Literacy for Alignment Nashville
- Recognized as Alignment Nashville Pre-K Person of the Year for 2007
- Active Member of NAEYC, SECA, SCAEYC, MAEYC
- Presenter at past SECA, NAAEYC, UCAEYC, and TAEYC Conferences
- Presenter at National Head Start Conference, 2007
- Independent Consultant for Wright-Group/McGraw Hill
- Independent Consultant for Zoo-phonics:consulted with groups of teachers in Georgia, Tennessee, South Carolina, Virginia, Illinois, Kentucky, Ohio, Indiana and Canada
- Received over $3000 in grant money from Donor's Choose.

Professional expertise in the following area:

- Multicultural Awareness
- PET Training
- Math Their Way
- Strategic Planning Committee Member (Dist. Level)
- Strategic Planning Facilitator (School Level)
- Cooperative Learning Training, Levels 1 & 2
- Pat Cunningham Four-Blocks Model Training
- AIMS – Activities Integrating Math and Science
- School-Wide Discipline Training
- Opening Eyes to Mathematics
- 4-MAT Training

CHURCH AND CIVIC VOLUNTEER SERVICE

- Choral Director for Vacation Bible School
- Active member of Friendship Baptist Church, Lugoff, SC
- Choir Member
- Former Sunday School Teacher and Director
- Past President and current treasurer for Cookeville FFA Alumni Association
- Assistant Coordinator for Project Graduation at Cookeville High School

Principal: Wright Middle

Lori H. Marrero

PERSONAL DATA

(b)(6)

(b)(6)

Business Phone: 803-736-8740

(b)(6)

EDUCATION

Readmission to Doctorate of Philosophy (Ph.D.) Degree Program in Educational Administration, University of South Carolina, Spring 2007
Interdisciplinary Master of Arts in English, University of South Carolina, 1991
Bachelor of Arts Degree in English, Lenoir-Rhyne College, 1982

PROFESSIONAL EMPLOYMENT

- Principal, E. L. Wright Middle School, Richland School District Two, Columbia, SC 2007 - Present
- Assistant Principal, Curriculum and Instruction, Richland Northeast High School, Richland School District Two, Columbia, SC 1999 – 2007
- Administrative Assistant, Richland Northeast High School, Richland School District Two, Columbia, SC 1995 – 1999
- English Teacher, Richland Northeast High School, Richland School District Two, Columbia, SC 1985 – 1995
- English Instructor, University of South Carolina, Fort Jackson Branch, 1989 – 1995
- English Instructor, Midlands Technical College, 1992 – 1995
- English Teacher, Hillcrest High School, Sumter School District Two, 1984 – 1985
- English Teacher and Teacher of Algebra, History, Spanish, and Peer Counseling, Glade Valley School, Glade Valley, NC 1982 – 1984

SOUTH CAROLINA TEACHING CREDENTIALS

Professional Certificate Number: 133394
English
Secondary Principal
Secondary Supervisor

ORGANIZATIONS

- Association for Curriculum and Development
- South Carolina Association of School Administrators
- National Association of School Principals

HONORS

- 2007 Virco Inc./NASSP Assistant Principal of the Year, Secondary Principals' Division of the South Carolina Association of School Administrators (SCASA)

OTHER PROFESSIONAL EXPERIENCE

- *Innovation = Achievement*, Presenter, SCASA Summer Leadership, 2007 & 2008
- Program Director, Assistant Principal's Roundtable, SCASA, 2006
- Member South Carolina State Department of Education *Uniform Grading Committee,* 2005-2006
- *Managing Specialized Programs,* Presenter, SCASA Summer Leadership, 2006
- *Convergence Media: The New Wave of Multimedia Journalism*, Presenter, NSBA Technology Leadership Conference, 2005
- Selected Participant and Graduate, SDE Developing Aspiring Principals Program, 2005-2006
- *Modifying the Block to Fit Instruction*, Presenter, SCASA Summer Leadership, 2004 & 2005
- Member *No Child Left Behind Task Force*, Richland School District Two, 2004
- Member of Richland Two's *Clusters of Study Committee*, 2004
- Member of the Board of Directors, *A.L.E.R.T. Foundation*, Richland School District Two, 2004 - 2005
- Member of *Palmetto's Finest* Visitation Team, 2003-2005
- Presenter and Consultant on Richland Two's *High School Initiatives*, 2002 - 2003
- *Using Data to Correlate Instructional Initiatives and Student Achievement,* Presenter, National SERVE Conference, Savannah, GA, 2003
- *High School Initiatives* Presenter, North Myrtle Beach High School, N. Myrtle Beach, SC, 2003
- *Teaching on the Block* and *Scheduling* Consultant, Denmark-Olar High School, Demark, SC, 2001 - 2002
- Presenter, *High School Initiatives: One District's Response to Ninth Grade Transitions*, South Carolina Middle School Conference, 2002
- *High School #4 Building Committee*, Richland School District Two, 2001 - 2002
- Attended the *South Carolina Summer Leadership Institute for Administrators*, 2001
- *High School Initiatives Task Force*, Richland School District Two, 2000 - Present
- Chair, Grant Writing Committee, Richland Northeast High School, 2000 - 2004
- *SAT Improvement* Consultant, Columbus, GA, 2000
- Student Awards Committee, 2000 – Present
- Instructional Evaluator and Supervisor, Richland Northeast High School, 1999 - Present
- Master Schedule Developer, Richland Northeast High School, 1999 - Present
- Principal, Richland School District Two Summer School, 1999
- *Small Learning Communities Committee*, Richland School District Two, 1999 – 2004
- Chair, Department Directors Meetings, Richland Northeast High School, 1999 - Present
- *High School Task Force*, Richland School District Two, 1999 – Present
- *E-School Technology Committee*, Richland School District Two, 1999 - 2001
- Finance Administrator, Richland Northeast High School, 1998 – Present
- Ex-officio member, *School Improvement Council*, Richland Northeast High School, 1998 – 2005
- Chair, *Alternate Scheduling Committee*, Richland Northeast High School, 1998
- Developed and Directed the *National Conference on Testing*, 1997 – 1999
- Chair, *SAT Improvement Committee*, Richland Northeast High School, 1997 - 1999

COMMUNITY AFFILIATIONS

- Lifelong Member Ebenezer Lutheran Church
- *USC Lutheran Campus Ministry Board* Member, 2005 - 2007
- *Communications Board* Co-Chair, Ebenezer Lutheran Church, 2004
- *Communications Board* Member, Ebenezer Lutheran Church, 2001 – 2003
- *Learning Ministry Board* Member, Ebenezer Lutheran Church, 2000 – 2001

Malinda D. Taylor
(b)(6)
mtaylor@richland2.org

Proposed School Facilitator:
Wright Middle School

Education

The University of South Carolina
2001-2003 Masters of Educational Leadership

The University of South Carolina
1986-1990 Masters Plus 30 hours Certification

South Carolina State College
1981-1985 Masters of Education

South Carolina State College
1976-1980 Bachelors of Science in Elementary Education

Honors and Awards

2007 Richland School District Two Culture Award Recipient

2005 Japan Fulbright Scholar

2001 Milken National Award Recipient

2001 Early Adolescent/English Language Art National Board Certification

1998-1999 Teacher of the Year for Edward L. Wright Middle School
Honor Roll Teacher for Richland School District Two

Employment History

Assistant Principal of Curriculum & Instruction 2008- Present

Curriculum Effectiveness Specialist 2006 – 2008

E. L. Wright Language Arts Teacher/Team Leader 1993 – 2006

Pleasant Hill Middle School Language Arts and Social Studies Teacher 1980 -1990

Teacher-in-Residence at the South Carolina Center for Teacher for the Pro Team Program, a statewide middle school initiative aimed at recruiting more minority students into the teaching profession 1990-1994

South Carolina Pro Team consultant for curriculum training in the states of California, Maryland, Oklahoma, New Jersey and Arkansas 1990-1994

Middle School Specialist/Researcher for the Focus Reporting Project on middle school reform in Chattanooga, Tennessee and Long Beach California 1994

Site-Administrator for Richland School District Two's "Students Achieving in Reading" (STAR) Summer Program 1996-2000

Presentations

South Carolina Representative at the first National Teacher Forum sponsored by the United States Department of Education 1993

Presenter at the American Administrators Association Conference in Atlanta, Georgia 1992

Presenter at the National Middle School Conference, Long Beach, California 1990

Training

Pathwise Mentoring - S. C. Department of Education

Foundations of Mentoring - Richland School District Two

Learning Centered Schools - Richland School District Two

Differentiated Instruction - Richland School District Two

STEP Evaluation Training - Richland School District Two

Administrator Leadership Academy - Richland School District Two

Understanding by Design – Association of Supervision & Curriculum Development – New Orleans, Louisiana

Principal: Richland
Northeast High

RALPH C. SCHMIDT

PERSONAL DATA:

(b)(6)

Business Phone: 803-699-2807

(b)(6)

EDUCATION

Masters of Education in Educational Administration; University of South Carolina, 1995
B.S. in Health, Physical Education, and Recreation; Lander College, 1979

PROFESSIONAL EMPLOYMENT

- Principal, Richland Northeast High School, Richland District Two, Columbia, SC, 2000- present
- Principal, Dent Middle School, Richland District Two, Columbia, SC, 1998-2000
- Assistant Principal, Dent Middle School, Richland District Two, Columbia, SC 1994-1998
- Administrative Assistant, Richland Northeast High School, Richland District Two, Columbia, SC 1991-1994
- Physical Education Teacher and Varsity Basketball Coach, Richland Northeast High School, Richland District Two, Columbia, SC 1981-1991 (Varsity Girls Softball Coach – 1981, Varsity Boys and Girls Cross Country Coach – 1984-1991, Varsity Golf Coach – 1981-1988, and Assistant Track Coach – 1990)
- Physical Education and Health Teacher and Assistant Basketball Coach, Richland Northeast High School, Richland School District Two, Columbia, SC 1980-1981
- Physical Education Teacher, Spring Valley High School, Richland District Two, Columbia, SC, 1979-1980

SOUTH CAROLINA TEACHING CREDENTIALS

Professional Certificate Number: 124158
Physical Education
Principal (Secondary)
Supervisor (Secondary)

ORGANIZATIONS

- Executive Board, South Carolina High School League, 1999-2000
- National Middle School Association, 1994-2000
- South Carolina Middle School Association, 1994-2000
- National Education Association, South Carolina Education Association, 1980-present
- South Carolina Association of School Administrators, 1994-present

OTHER PROFESSIONAL EXPERIENCE

- Advisory Board for Blythewood Academy, 1995-present
- Attended the South Carolina Summer Leadership Institute for Administrators, 1995-2003
- Richland District Two's Technology Committee, 1996-2000
- Ex-officio member of the School Improvement Council, Dent Middle School, Richland District Two, Columbia, SC 1996-2000
- Ex-officio member of the School Improvement Council, Richland Northeast High, 2000-present
- Co-Chairman of the Technology Committee, Dent Middle School, Richland District Two, Columbia, SC, 1995-2000
- Job Training Partnership Act-Grant, Supervised Summer entry employment Program for Special Needs Students, Richland District two, Columbia, SC 1993-1995
- National Honor Society Selection Committee, Richland Northeast High School, Richland District Two, Columbia, SC 1980-1991
- Faculty Advisory Council, Richland Northeast High School, Richland District Two, Columbia, 1980-1990
- Supervisor of Title One Program, Dent Middle School, Richland District Two, Columbia, SC 1994-1998
- Developed and implemented School Safety Plan, Dent Middle School, 1996
- Budget mentor for Johnson Control Energy Action Patrol, Dent Middle School, 1997
- Administrator, accompanied Richland Northeast High School to London, England, December 1994
- Supervised the Free and Reduced Lunch program, Richland Northeast, 1991-1994
- Attended Principal Assessment Center, Spring 1997, State Department of Education
- Attended Springfield Development Center, State Department of Education Fall, 1997
- Carolina First Palmetto's Finest Middle School 1997-1998
- National Blue Ribbon School 1997-1998
- Exemplary Writing Award 1996-1997, 1997-1998
- Presenter of High School Initiatives at Summer Leadership Institute 2002
- Nutrition and Physical Activity Statewide Committee 2003-2004
- Blythewood High School Planning Committee 2001 – present
- Presenter T+L² Technology School Board Conference, Denver, Colorado, October 2005

COMMUNITY AFFILITATIONS

- Member of Spring Valley Baptist Church
- Sunday School teacher, Spring Valley Baptist Church
- Camp Counselor, Camp Kemo, Children's Center for Cancer and Blood Disorders, 1985-1999
- Executive Board Member, Camp Kemo's Programs Council, Children's Center for Cancer and Blood Disorders, 1995-2000
- Member of Forest Acres Rotary Club, 1999-present, (President 2005-2006)
- Southern Association of Colleges and Schools Visitation Committee to Cainhoy Middle School, Charleston, SC 2000
- Southern Association of Colleges and Schools Visitation Committee To Clover High School, Clover, SC 2005

Virginia E. Tate

(b)(6)

Proposed School Facilitator
Richland Northeast High

Education:

University of Missouri-Columbia. Columbia, Missouri. 2007 – August 2008

- Masters of Education in special education with an emphasis in gifted education.
  - Graduated August 2008 with a 4.0 GPA
- Educational Specialist degree with an emphasis on Technology
  - To be completed by June 2010

Columbia College. Columbia, SC. Graduated May 2003.

- Bachelor of Arts in English with certification to teach.
- Summa Cum Laude graduate

Praxis Tests and Scores:

- English Language Literature Composition Content Knowledge (186)
- English Language Literature Composition Essays (170)
- Principles of Learning and Teaching 7-12 (193 - *Recognition of excellence)
- PPST Reading (184), PPST Writing (181), PPST Mathematics (182)

Professional Certificate: Certificate number: 215028
Validity Period: 7/01/2007-06/30/2012

Work Experience:

Teacher, Richland Northeast High School, Columbia, SC, August 2003 - Present

- Plan, write, and implement instructional plans for English students according to state standards.
- Plan, write, and implement instructional plans for AP English Language and Composition according to AP Board guidelines.
- Plan, write, and implement instructional plans for Horizon Research course.
- Work with Horizon personnel to plan appropriate cohesive activities according to magnet mission.
- As the Common Read for the Horizon Senior Project:
  - Read all drafts of the Horizon Senior paper for each student in the Horizon program.
  - Meet during the summer with each student to review presentation.

- As the head of the Guidance Committee for High Schools That Work:
    - Lead monthly meetings in keeping with the High Schools That Work mission and goals.
    - Write and implement the school-wide advisory program with the assistance of committee members.
    - Organize and distribute materials weekly for advisory classes.
    - Communicate with faculty weekly regarding the procedures for weekly advisory classes.
- Implement all school discipline standards.
- Assist and guide students with the use of classroom technology according to state and district guidelines.
- Completed ADEPT training as required by the district and state.
- Direct and supervise National Honor Society (2004-2005 school year).
- Direct and supervise Poetry Club (2003-2004 school year).

Web designer, PMSC/CSC, Columbia, SC, August 1996 – August 2001

- Designed corporate website for FSG.
- Designed in-house website for use in tradeshows, user groups, and advisory board.
- Assisted with brand implementation.
- Worked in conjunction with marketing staff to ensure successful implementation of brand image.

Computer Skills / Applications:

Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Microsoft Access, Microsoft Publisher, MS Office, Blackboard, Adobe Dreamweaver, Adobe Photoshop

References: Available Upon Request

Nancy J. Gregory
(b)(6)
ngregory@bm.richland2.org

Exec. Dir. for Curriculum, Instruction & Prof. Dev.

Education:

1992	Masters+30	University of South Carolina
1976 – 1979	Masters of Elementary Education	University of South Carolina
1976 – 1979	Bachelor of Arts - Elementary Education	Columbia College

Experience:

Presently	Exec. Dir. of Curriculum, Instr., Prof. Dev.	Richland Two District Office
1999 – 2008	Principal	Blythewood Middle School
1997 – 1999	Coordinator of Instructional Services	Richland Two District Office
1996 – 1997	Interim Principal	E.L. Wright Middle School
1995 - 1996	Assistant Principal	Forest Lake Elementary School
1992 – 1995	Curriculum Coordinator	Dent Middle School
1990 – 1992	Science Teacher	Summit Parkway Middle School
1980 – 1990	Science Teacher	Dent Middle School
1976 – 1980	Science Teacher	Camden Middle School

Awards and Honors:

2007 – 2008	Richland Two "Thinking Outside of the Box" Awards
2007	SCASA - William B. Harley Administrator of the Year Award
2006	Honor Roll Principal – South Carolina Librarians Association
2006	Columbia College - Will Lou Gray Outstanding Educator Award
2006	House Resolution – South Carolina House of Representatives
2005	NAESP National Distinguished Principal
2005	Met Life and NASSP State Middle School Principal of the Year
2004 – 2005	Richland Two "Rock Solid Visionary" Award

Recent Presentations:

April 2008	Best Practices of a National Schools to Watch Winner	SC-ASCD	Charleston, S.C.
July 2008	School to Watch	National Forum Conference	Washington, D.C.
July 2008	High Performing Middle Schools	SCMSA Summer Institute	Columbia, S.C.
December 2008	Closing the Achievement Gap	G.E. Foundation Symposium	Stamford, Ct.
February 2009	Social Equity Processes and Organization	SCMSA Conference	Myrtle Beach, S.C.

Professional Organizations/Service Activities:

SC Association of School Administrators

- Executive Board
- Middle Level Principals Division – President, Vice-President and Area Representative
- Conference Committee for Middle Level Principals Conference
- Palmetto's Finest Committee

South Carolina Middle School Association

- Executive Board
- Staff Development Coordinator/Director of Summer Institute
- Liaison between SCASA and SCMSA
- Schools to Watch Trainer, Application Committee and Site Visitor
- Journal Editor (5 years)
- Regional Director – Upper Midlands

Additional Memberships in Educational Organizations

- Delta Kappa Gamma
- National Middle School Association
- NASSP
- NAESP
- ASCD and SC-ASCD

Other

- Liaison for Interns, Student Teachers and Science Fellows – University of South Carolina and Columbia College
- Mentor for Induction and Aspiring Principals – District and State
- Nationally Certified Principal Mentor – NAESP
- State *Breaking Ranks in the Middle* Trainer
- Host and Mentor – Leadership Fellows – Chattanooga, Tennessee Schools
- School Improvement Review Team – Dorchester Two

Director of Accountability and Evaluation

Jeff Wilson-Potts

(b)(6)

jpotts@richland2.org

Career Focus **Educational Research**

Education

Ph.D Ed Research and Measurement *USC; Columbia, SC* *2007-Present*

B.A., Mathematics, *Eastern Illinois University; Charleston , Il* *2002*

Professional Experience

Director of Accountability and Evaluation – *Richland School District Two; Columbia SC* *6/09 - Present*

- District Research Requests
- Maintaining Standardized Test data
- Analyze school and district data

Technical Account Manager – *Benefitfocus; Charleston, SC* *8/07 - 4/08*

- Modify eExchange process
- Communication between client and engineers
- Handle File Transmission, tests, and interpret data file

Math & Science Teacher – *Pelion High School; Pelion, SC* *8/04 - 6/07*

- Baseball Coach
- FCA Sponsor
- Mathletes Sponsor
- Robotic Team Sponsor
- Scholastic Bowl Sponsor
- AP Statistics and Physics instructor

Computer Skills Microsoft Word • Microsoft Access • Microsoft Excel • Microsoft PowerPoint • SPSS • SAS • MiniTab • R

Arlene Bakutes, Ph.D.
(b)(6)
abakutes@richland2.org

District Grants Coordinator

Education:

- National Board Certification: English/Language Arts-Adolescence and Young Adulthood in 2005
- Ph.D. from Indiana State University in 1999
  Major: Curriculum, Instruction, and Media Technology; Specialization in Writing
- M.A. from Tennessee Technological University in 1985
  Major: Secondary Education in English; Graduate Assistant in Microteaching Laboratory and Asst. Director of Upward Bound Program
- B.S. from Tennessee Technological University in 1982
  Major: Secondary Education in English; certified to teach English/Language Arts in grades 5-12

Experience:

- **2000-current**
  Richland School District Two
  6831 Brookfield Rd. Columbia, SC 29206 Phone: 803.738.3316
  - Teacher of 7th grade students and 8th grade Honors Language Arts in a middle school
  - Teacher of 9th, 10th, and 11th grades at a high school
  - Instructional Coach for 93 teachers at a middle school
  - Currently Grants Coordinator for the district in the Planning Department

- **1997-1999**
  Saint Mary-of-the-Woods College
  Saint Mary-of-the-Woods, IN 47876 Phone: 812.535.5359
  - Visiting Assistant Professor in Education Department

- **1990-1997**
  Indiana State University
  Terre Haute, IN 47809 Phone: 812.237.3053
  - Assistant Director for the Center for Teaching and Learning
  - Adjunct Lecturer and Teaching/Graduate Assistant in the English Department

- **1985-1989**
  Mercy College
  555 Broadway Dobbs Ferry, NY 10522
  - Adjunct Lecturer in the English Department

Publications

- Current Editor of *Carolina Writes*, South Carolina Council of the Teachers of English NCTE affiliate http://www.sccte.org/cwrites.htm
- Former Editor of *Indiana English*, Indiana Council of the Teachers of English NCTE affiliate
- Author (1998) An Examination of Faculty Development Centers. *Contemporary Education*, 69 (3), 168-172.
- Author (dissertation 1999) Student and Instructor Perceptions of Characteristics of Outstanding College Instructors in the First-year Classroom
  Outcome: time-on-task, high expectations, and active learning

Recent Grant Writing

- Small Learning Communities Grant from United States Dept. of Education awarded to Richland School District Two; over $1 million
- Best Buy Te@ch Grants to local schools who implement technology within the curriculum; $2,500
- Lowe's Outdoor Classroom Grant Program written by team of science teachers to fund a lake dock to study natural habitat of beavers: $2,000 approximate grant money anticipated
- Numerous Parent Teacher Organization Fund Requests to enhance technology and learning in the classroom; total $5,000 as of Dec. 2005

Leadership

- Steering Committee at Ridge View High School for 2005 SACS Accreditation
- Co-chairperson of the Curriculum Committee of the School Improvement Council at Ridge View High School
- Chairperson of the Parent Ambassador Program at Ridge View High School
- TECH Mentor: train and encourage faculty to incorporate technology within their curriculum across the school district
- Interact Faculty Sponsor supported by the local Rotary Club
- President of the Blazer Cross Country and Track Club
- Founding Faculty Sponsor of Kappa Delta Pi, an international Education Honor Society at Saint Mary-of-the-Woods College

Representative Presentations

- Using Differentiated Instruction in the Language Arts Classroom

District Facilitator Forum in South Carolina June, 2005

- Reading in the Content Areas using the Six-Traits of Reading

District In-service in South Carolina March, 2004

- The Six-Traits of Effective Readers

SCCTE Conference in South Carolina Jan., 2002
Also a Summer Workshop July, 2001

- Breaking the Mold: 101 Creative Ways to Energize Your Teaching

Midwest Conference of Association of Teacher Educators in Indiana April, 1998
- The Professional Pedagogy Program: A Developmental Approach

National Conference of Graduate Teaching Assistants in Minnesota Nov., 1997
- Writing Centers and Centers for Teaching and Learning: An Alliance for Promoting Faculty Development and Writing Across the Curriculum

National Writing Center Conference in Utah Sept., 1997

Memberships
- Kappa Delta Pi
- Sigma Tau Delta
- Women in Higher Education

Courses Taught
- English Composition and Rhetoric
- English Research Techniques
- Children's Literature
- University 101/Study Skills
- Tests and Measurements
- Behavior Management
- Reading in the Content Areas
- Foundations of Education
- The Principles of Teaching
- Instructional Media
- Introduction to Teaching
- Clinical Observations in the Schools
- Student Teaching (supervisor)
- American Literature
- World Literature

References
- Dr. Peter Carino (English professor on my doctoral committee)

Director of the Writing Center
Indiana State University
Terre Haute, IN 47809
(812) 237-3278
ejcarino@isugw.indstate.edu

- Dr. Robert O. Williams (director of my dissertation)

Dean of the School of Education
Indiana State University
Terre Haute, IN 47809
(812) 237-2862
rwilliams@indstate.edu

- Dr. Terence O'Connor (colleague)

The College of New Jersey
4801 2000 Pennington Road
P.O. Box 7718
Ewing, NJ 08628-0718
(609) 771-3054
oconnort@tcnj.edu

Magnet School Assistance Program (Grant)

Project Director Job Description

The project director's job description includes the following personal skills: 1) exhibits exceptional written, oral communication, and management skills; 2) has prior administrative experience; 3) possesses strong curriculum, instruction, personnel evaluation, and organizational skills; 4) and demonstrates prior leadership ability in working with students, school faculty and administrative staff, parents, and the community.

The project director's duties, arranged by general area of responsibility are specific and numerous:

<u>Administrative:</u>

- Adhere to all system policies and procedures;
- Ensure that the implementation timetable is met;
- Devise and implement strategies to reduce MGI at the target schools;
- Supervise and insure the integrity of the application and admission process;
- Oversee the fair and equitable lottery process;
- Supervise the day-to-day operation of the program in the schools;
- Submit operation reports to the appropriate district authorities;
- Monitor project progress and report to the District Superintendent and Chief Academic Officer;
- Make recommendations for modifications of program design when necessary;
- Provide appropriate opportunities for faculty planning and relevant staff development;

- Serve as a resource for curriculum innovation;
- Assist in identifying and hiring highly qualified personnel for the project;
- Directly supervise all employees obtained through MSAP funding;
- Ensure the integrity of the instructional program;
- Refine the "Magnet Schools Best Practices Manual" based on information obtained and developed during the implementation of the first phase of the MSAP project;
- Facilitate regular public meetings to inform the community of school activities and solicit input regarding the program;
- Attend and present at regional and national conferences;
- Dedicate 100% of time toward ensuring the success of the project based on a twelve month, 245 day contract;
- Perform other duties, as assigned and necessary to ensure complete fidelity to the project;

<u>Evaluative:</u>

- Analyze and report data at specified intervals;
- Assist in project evaluation by transmitting reports based on information obtained from the project evaluators to appropriate district authorities and to the US Department of Education;

<u>Financial:</u>

- Direct financial management aligned with the goals and objectives of the project;
- Monitor school-level financial requests to ensure fidelity to the project;
- Ensure proper fiscal management of all MSAP funds.

Magnet Schools Assistance Program (Grant)

Job Description: School Facilitator

The duties of the curriculum facilitator are specific and diverse:

- Assist the project director in all aspects of implementation and operation at the target schools;
- Supervise the development and delivery of quality, appropriately rigorous, and challenging curricula of the magnet theme;
- Ensure that appropriate teaching strategies and pedagogical practices are employed in all classrooms;
- Serve as a teacher resource by providing demonstration and follow-up lessons, strategies, and methods to incorporate the magnet theme and pedagogies in various subject areas and grade levels within their schools;
- Develop procedures for record-keeping of all MSAP funded activities for reporting and evaluation purposes;
- Assist with the revision of the "Magnet Schools Best Practices Manual;"
- Develop necessary publicity/marketing materials regarding school activities;
- Facilitate community programs and after-school opportunities that promote equitable participation by all demographic groups; and
- Coordinate the collection of essential program data in their respective schools.
- Perform other duties as assigned.

RICHLAND COUNTY SCHOOL DISTRICT TWO

JOB DESCRIPTION

TITLE: Data Analyst

FLSA: Exempt

GENERAL SUMMARY

Provides data management and administrative support to the Grants Development Office. Performs such duties as gathering and compiling data, analyzing data and preparing various reports, creating charts, graphs, and PowerPoint presentations as needed, etc. Reports to the Grants Coordinator.

ESSENTIAL FUNCTIONS

Provides responsible administrative support in such areas as compiling data, analyzing data, and preparing related statistical reports; compiles and maintains various record keeping systems including maintaining records of a confidential nature such as student assessment information.

Develops, analyzes and/or maintains data using a variety of software applications. Creates charts, graphs and databases in Excel, Access and other software programs to distribute to our Board of Trustees, principals, and other district stakeholders. Develops presentations in PowerPoint and other software programs as needed. Prepares SASI database queries relative to the needs of the Grants Development Office.

Responds to complaints and inquiries of routine and non-routine nature, or refers them to appropriate persons and/or departments as needed. Manages various complex and non-routine special projects as assigned.

May provide clerical or administrative assistance as a back-up to other departmental or division staff.

Interacts with various business persons, district administrators and staff, students, parents, government officials and agencies, etc.

Operates general office equipment such as a computer, printer, copier, calculator, facsimile machine, typewriter, telephone system, etc.

Performs other related duties as required.

JOB SPECIFICATIONS

Education and Experience:

4 year college degree with one to two years of relevant experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

Knowledge:

Thorough knowledge of school district policies and procedures pertinent to the duties of the job. Thorough knowledge of a variety of software applications including Excel, Word, PowerPoint, and Access. Knowledge of general accounting practices and procedures. Knowledge of clerical activities and procedures. Thorough knowledge of modern office procedures and equipment.

Skills/Effort:

Very strong clerical and math skills. Must be highly proficient with a wide variety of software applications. Ability to meet deadlines with accuracy. Strong written and verbal communications skills. Skills in organization and maintenance of records and files. Ability to keep abreast of current policies and procedures. Ability to make decisions in routine situations and receive direction from immediate supervisor in non-routine situations. Skills in general office operations and the operation of general office equipment. Ability to establish and maintain effective working relationships with internal and external individuals and groups involved in the operations of the organization.

Working Conditions:

Office environment with no exposure to environmental conditions. Physical demands are restricted to general office activities requiring movement/lifting items weighing up to fifty pounds. No travel required. Requires ability to work under a degree of stress related to duties that require constant attention and meeting tight deadlines. Duties of the job require frequent use of a computer monitor and related equipment

Responsibility:

No direct budgetary or supervisory responsibilities.

DISCLAIMER STATEMENT

This job description is not intended as a complete listing of job duties. The incumbent is responsible for the performance of other related duties as assigned/required.

RICHLAND COUNTY SCHOOL DISTRICT TWO

JOB DESCRIPTION

TITLE: Secretary IV

FLSA: Non-exempt

GENERAL SUMMARY

Provides responsible secretarial and administrative support to assigned Principal or Administrator. Exercises independent judgment in performing activities such as scheduling activities, coordinating office functions, administering support for district programs, handling special projects and problems, etc.

ESSENTIAL FUNCTIONS

Develops, analyzes and/or maintains various records, reports, graphs, charts, forms, spreadsheets and/or databases using a variety of automated software applications.

Provides secretarial support by performing such duties as answering, screening and directing telephone calls; screening incoming mail; typing; developing and maintaining a central filing system; directing visitors; scheduling meetings; taking minutes, etc.

Responds to complaints and inquiries of routine and non-routine nature, or refers them to appropriate persons and/or departments as needed.

Provides responsible administrative support in such areas as compiling data, analyzing data, and preparing related statistical reports; compiles and maintains various record keeping systems including maintaining records of a confidential nature such as employee information, etc.

Maintains or assists in maintaining accounting books for department; processes purchase orders and invoices; maintains accurate records of expenditures and balances; performs reconciliations, etc. may perform other related bookkeeping tasks.

Manages various complex and non-routine special projects as assigned.

May order, control, and/or monitor departmental supplies and equipment.

Interacts with various business persons, district administrators and staff, students, parents, government officials and agencies, etc.

Performs other related duties as required.

JOB SPECIFICATIONS

Education and Experience:
Associate degree in secretarial science with six to nine years of responsible secretarial and administrative support experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

Knowledge:

Advanced knowledge of Business English, spelling, punctuation, mathematical computation and possession of an excellent vocabulary. Advanced knowledge of departmental policies, procedures, and operations. Advanced knowledge of the principles of office management and of modern office procedures. Advanced knowledge of spreadsheet analysis, and database design/operations. Knowledge of the records and reports which must be prepared and maintained. Knowledge of bookkeeping and accounting practices. Knowledge in maintaining confidentiality of information of a sensitive and confidential nature.

Skills/Effort:

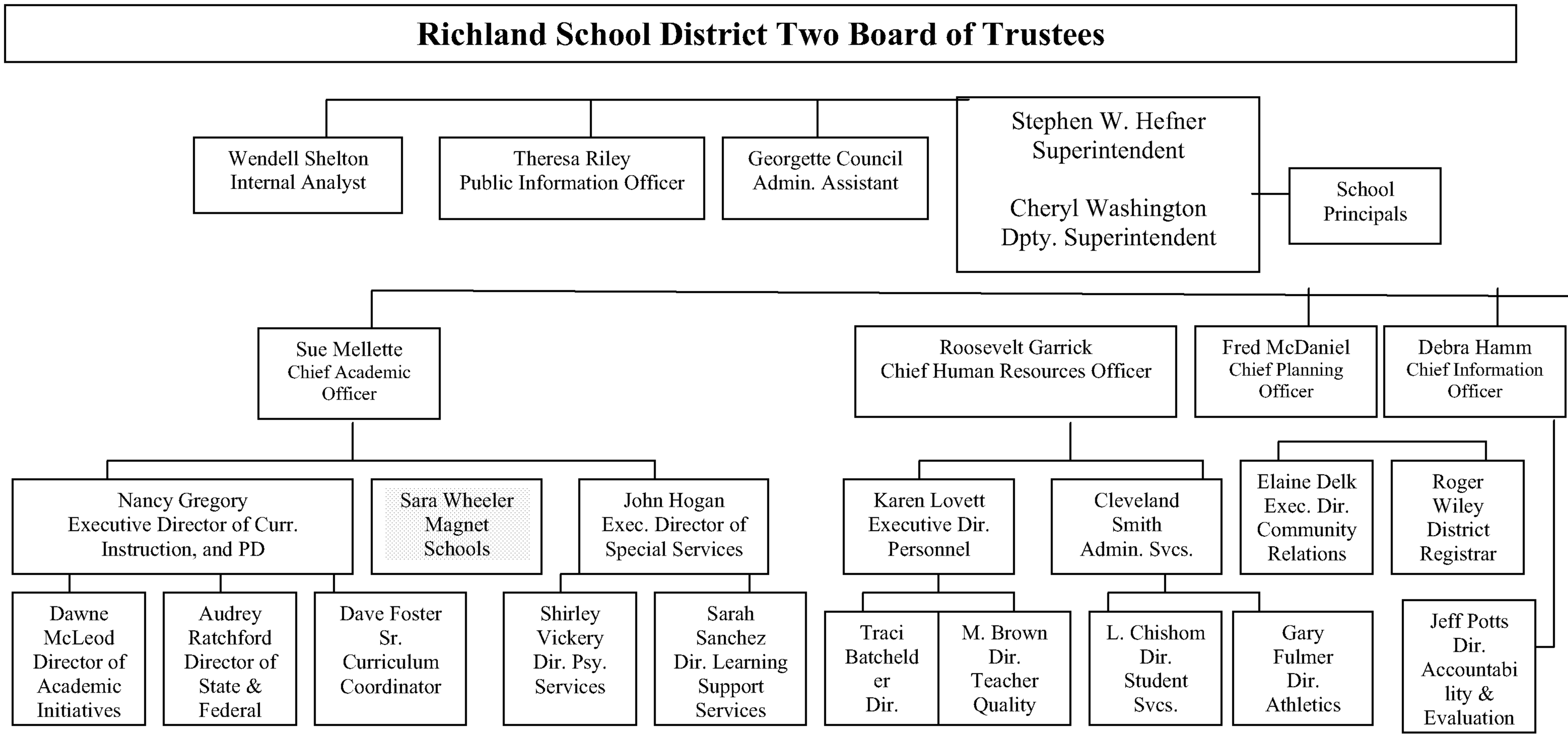
Ability to analyze varied and complex functions, processes and tasks for the preparation of varied and complex records and reports. Advanced skill in compilation and/or research methods and analysis techniques. Ability to maintain high standards of accuracy in exercising duties. Ability to anticipate work to be completed and initiate proper and acceptable direction for completion of work with little to no supervision and instruction. Ability to work independently on responsible and confidential assignments and complex administrative tasks. Ability to type clear copy at the minimum required rate. Demonstrates high level of skill in the use of general office equipment such as calculators, word processors, typewriters, computer, switchboard, etc. Ability to make arithmetical computation and tabulations with speed and accuracy. Excellent verbal communication, organization, time management and telephone skills.

Working Conditions:

Conducts duties in an office environment with no significant exposure to environmental conditions. Requires ability to work under a degree of stress related to duties that required constant attention, and meeting deadlines. Physical demands are restricted to office work requiring lifting/moving of items up to 25 pounds. Routine local travel is required; no overnight travel is required. Job requires the operation of standard office equipment. Nature of job requires frequent use of computer and monitor for long durations.

Responsibility:

No direct budgetary or supervisory responsibility.



2009-2010 Organizational Chart

Project Narrative

Project Narrative-Letters of Support (Optional)

Attachment 1:
Title: **Richland Two Letters of Support** Pages: **26** Uploaded File: **Richland Two Letters of Support.pdf**

Appendix B

- **Letters of Support for the International Baccalaureate Continuum**
  - Richland School District Two Board of Trustees
  - Fort Jackson School Liaison-Keisha McCoy Wilson
  - US Congressman (SC-02)-Joe Wilson
  - SC Senator (District #22)-Joel Lourie
  - SC Dept. of Education-Superintendent Jim Rex and Marc Drews
- **Letters of Commitment from School Staff**
  - Principal and Teachers, Windsor Elementary School-Eric Jeffcoat
  - School Facilitator, Windsor Elementary School-Della Johnson
  - Principal and Teachers, E. L. Wright Middle School-Lori Marrero
  - School Facilitator, E. L. Wright Middle School-Malinda Taylor
  - Principal, Richland Northeast High School-Ralph Schmidt
  - School Facilitator, Richland Northeast High School-Virginia Tate
- **Letters of Commitment from Major Parent Groups**
  - PTO President from Windsor Elementary-Wendy Dill
  - PTO President from E. L. Wright Middle- Beth Drake
  - SIC Chairperson from Richland Northeast High- Deborah Boone
- **Letters of Commitment from Major Partners**
  - Windsor Elementary-BiLo Supermarkets
  - Wright Middle School-Cheerwine Soft Drinks
  - Richland Northeast High- State Farm Mutual Automobile Insurance
  - International Baccalaureate Programme-Paul Campbell

Letters of Support

Richland School District Two · 6831 Brookfield Road · Columbia, South Carolina 29206 · (803) 787-1910

EXCELLENCE IN EDUCATION
RICHLAND School District TWO

BOARD OF TRUSTEES

April 1, 2010

Rosie Kelley
US Dept. of Education
400 Maryland Avenue, SW, room 4W221
Washington, DC 20202

Dear Ms. Kelley:

As the Richland School District Two Board of Trustees, we do hereby offer support for the *International Baccalaureate Continuum* proposal offered through the Magnet Schools Assistance Program (CFDA 84.165A). The attached application was developed in coordination with the magnet coordinator, principals, and facilitators at the three proposed IB schools.

The Richland School District Two Board of Trustees is committed to supporting strategies, such as the International Baccalaureate Programme, which will increase quality teaching and learning in classrooms across our district. We respectfully request your thoughtful consideration of our application.

Sincerely,

The Honorable Bill Flemming, Jr., D.M.D., Chair

The Honorable Dan Neal, P.E., Vice Chair

The Honorable Susan Brill, Secretary

The Honorable Melinda Anderson

The Honorable Stephanie Burgess, Ph.D.

The Honorable Calvin "Chip" Jackson

The Honorable Barbara Specter

DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY TRAINING CENTER AND FORT JACKSON
FORT JACKSON, SC 29207

28 April 2010

Army School Liaison Officer

Attn: Stephen W. Hefner, Ed.D.
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206-7338

Dear Dr. Hefner:

I write this letter in support and commendation of Richland School District Two and the commitment it fosters to all students within its walls. As the Army School Liaison Officer at Fort Jackson, I support the **International Baccalaureate Continuum Project** initiative and promote the benefits it not only offers military children and youth but civilian children as well. From my understanding of the Continuum, the benefits cross geographical boundaries by supporting school transition ease from one school system to another. As military representatives and families await a possible passage of the Interstate Compact for Military Children in South Carolina, this Continuum supports the same curriculum whether students transfer from Germany or Japan. I have worked and continue to work closely with district staff in hopes of providing much needed services for our men and women in uniform and their families. The School Liaison Team is privileged to work alongside the District as we foster thriving partnerships.

Because Fort Jackson is the largest initial entry military training facility in the United States, we encounter many new families relocating to the Columbia area with children enrolling in your school district. Some of our military families experience transition difficulties as they move into the area. These obstacles may require various levels of support as they adjust to their new surroundings and their new school. The need for a more comprehensive method of fostering curriculum continuity is necessary. Promoting this project will help us remain proactive as we provide seamless opportunities to sustain academic continuity.

In lieu of these efforts, I believe that our children and their families will be able to adapt to their new surroundings more comfortably and become actively involved in positive, challenging activities. This initiative will focus on that plan. Thank you for giving our Richland School District Two military families the opportunity to experience the rigorous curriculum that the International Baccalaureate Program can provide.

Working In Partnership with You As We Establish Excellence in Education Together,

Keisha McCoy-Wilson

Keisha McCoy-Wilson, Ph.D Candidate
Army School Liaison Officer
Fort Jackson, South Carolina 29207

JOE WILSON
2ND DISTRICT, SOUTH CAROLINA

ASSISTANT REPUBLICAN WHIP

COMMITTEES:
ARMED SERVICES
READINESS, PERSONNEL SUBCOMMITTEE
FOREIGN AFFAIRS
EDUCATION AND LABOR
HOUSE POLICY

Congress of the United States
House of Representatives

March 3, 2010

COUNTIES:
AIKEN
ALLENDALE
BARNWELL
BEAUFORT
CALHOUN
HAMPTON
JASPER
LEXINGTON
ORANGEBURG
RICHLAND
(PART OF)

W. ERIC DELL
CHIEF OF STAFF
AND COUNSEL

Dr. Stephen W. Hefner
Richland School District Two
6831 Brookfield Road
Columbia, South Carolina 29206

Dear Dr. Hefner:

I am writing to you on behalf of Richland School District Two's proposal for the *Magnet School Assistance Program* offered through the US Department of Education; Office of Innovation and Improvement.

I understand the District is seeking to create an International Baccalaureate Continuum at Windsor Elementary, E.L. Wright Middle School, and Richland Northeast High School. Principals, teachers and the district office staff have been collaboratively planning this project and are dedicated to its smooth implementation at all three schools.

Without reservation, I support their efforts to secure additional federal funds to provide a quality, nationally acclaimed curriculum for the students of South Carolina in Richland School District Two.

It is an honor to represent the people of the Second Congressional District, and I value your input. Thank you for your time and concern in this and all other matters.

Please respond to the Midlands District Office at 1700 Sunset Blvd., Suite 1, West Columbia, South Carolina 29169, Fax: 803-939-0078.

Very truly yours,

JOE WILSON
Member of Congress

JW:ww

MIDLANDS OFFICE:
1700 SUNSET BLVD. (US 378), SUITE 1
WEST COLUMBIA, SC 29169
(803) 939-0041
FAX: (803) 939-0078

212 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-4002
(202) 225-2452
FAX: (202) 225-2455
www.joewilson.house.gov

TOLL FREE 1-888-361-1442

LOWCOUNTRY OFFICE:
903 PORT REPUBLIC STREET
P.O. BOX 1538
BEAUFORT, SC 29901
(843) 521-2530
FAX: (843) 521-2535

JOEL LOURIE
SENATOR, RICHLAND AND KERSHAW COUNTIES
SENATORIAL DISTRICT NO. 22

COLUMBIA ADDRESS:
P. O. BOX 142
601 GRESSETTE SENATE OFFICE BLDG.
COLUMBIA, SC 29202
PHONE: (803) 212-6118
FAX: (803) 212-6299
EMAIL: JOELLOURIE@SCSENATE.GOV

COMMITTEES:
EDUCATION
GENERAL
JUDICIARY
LABOR, COMMERCE AND INDUSTRY
MEDICAL AFFAIRS

HOME ADDRESS:
P. O. BOX 5212
COLUMBIA, SC 29250

March 5, 2010

RECEIVED
MAR 11 2010
BY:_____

Dr. Stephen W. Hefner
Richland School District Two
6831 Brookfield Road
Columbia, SC 29206-2205

Dear Dr. Hefner,

It is my pleasure to write a letter of support for Richland School District Two's proposal for the Magnet School Assistance Program offered through the US Department of Education's Office of Innovation and Improvement.

I understand that the district is seeking to create an International Baccalaureate Continuum at Windsor Elementary, E. L. Wright Middle, and Richland Northeast High School. Principals, teachers, and district office staff have been collaboratively planning this project and are dedicated to its smooth implementation at all three schools.

Please give this proposal your full consideration as I support the efforts to secure additional federal funds to provide a quality, nationally acclaimed curriculum for the students in Richland School District Two. If you have any questions regarding my support of this project, please do not hesitate to contact me.

Sincerely,

Joel Lourie
Senate District #22
Richland and Kershaw Counties

JL/mn

South Carolina
Department of Education

Together, we can.

Jim Rex
Superintendent of Education

April 29, 2010

Dr. Stephen W. Hefner
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hefner:

On behalf of the South Carolina State Department of Education (SCDE), I enthusiastically support the *International Baccalaureate Continuum* proposal submitted by Richland School District Two for the US Department of Education's Magnet Schools Assistance Program.

As a former high school English teacher and football coach, a college dean, and university president, I am acutely aware of the challenges faced by teachers as they strive to make the curriculum rigorous as well as authentic. This proposed project not only implements the International Baccalaureate Programme at the elementary, middle, and high school levels, but it also incorporates intensive professional development to increase rigor. The vertical and horizontal curriculum mapping, which will align closely with South Carolina state curricular standards, will be especially beneficial for teachers and their students.

This *International Baccalaureate Continuum* proposal expands upon Richland School District Two's outstanding record of implementing rigorous, creative programs to serve all students. We at the SCDE look forward to seeing the results of this program.

Sincerely,

Jim H. Rex
State Superintendent of Education

1429 Senate Street Columbia, SC 29201 *Phone* 803.734.8500 *Fax* 803.734.3389 *Web* www.ed.sc.gov

Marc Drews
737 Kinlock Court
Columbia, SC 29223

April 26, 2010

Dear Dr. Hefner:

The purpose of this letter is to express my support for Richland Two's efforts to secure funds to help fund and implement a K-12 International Baccalaureate Program in the district.

From 2003-08, I had the honor of serving as the state's advocate for the program and was responsible for strengthening the IB community through ongoing communication and network-building meetings. With the support of the South Carolina Department of Education, the South Carolina International Baccalaureate Schools (SCIBS) was able to host three annual meetings to increase awareness of the program and to help promote international education across the state. With my experiences with the program and its tremendous leadership across the state combined with my knowledge of the vision and people of District Two, I cannot help but believe this is a great match. The feeder system of Windsor, E. L. Wright, and Richland Northeast will benefit greatly from the program and I am excited that steps to make this happen are underway.

While there are many components of the program that are exemplary, the assessment system is one that benefits all segments of the school. Most assessments are carried out internally by teachers, who mark individual pieces of work produced as part of a course of study, including oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances. Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. This becomes not only a powerful way of determining what children can actually do, but also serves as a valuable ongoing professional development experience for every teacher.

Again, I was very pleased to learn of the district's commitment to the International Baccalaureate Program that has been embraced by over fifty of our state's schools. If there is any way I can lend additional support, please know that I am ready to help.

With appreciation for all you do for teachers and students, I am

Sincerely yours,

Marc Drews

Educational Resources Group, Inc.
803-788-1337 | home ndrews@ergsc.com 843-906-4755 | cell

Windsor Elementary School

"Where Children Learn, Grow, and Dream"

Apr. 3, 2010

Dr. Stephen W. Hefner
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hefner:

I offer this letter of support for Richland School District Two's proposal for the *Magnet School Assistance Program* (FCDA 84.165A) offered through the Office of Innovation and Improvement at the U.S. Dept. of Education. An initial group of principals, district office staff, and teachers formed a core management team to create a comprehensive application that includes all requested data and information.

I am the principal of Windsor Elementary School in Columbia, SC. The school serves 644 students. My faculty and I are very pleased to prepare our school to offer the International Baccalaureate Primary Years Programme. We are dedicated to a successful implementation of the curriculum and diverse strategies.

As principal, I will work closely with the IB district coordinator and our school IB facilitator to ensure my administrators and faculty will participate actively in all instructional training and associated activities. I recognize that an administrator's perspective is very valuable when implementing a major initiative, such as the IB Continuum. I will continue to support and actively participate in this initiative. I thank you for your time in considering our application.

Sincerely yours,

Eric L. Jeffcoat

Eric L. Jeffcoat,
Principal
Windsor Elementary School

9800 Dunbarton Drive • Columbia, SC 29223 • 803-736-8725 • Fax: 803-699-3648

We recognize the importance of collaborating together toward the successful implementation of this initiative. By the signing of this document, we agree to participate in all professional development training and to implement the International Baccalaureate Program fully. This implementation includes adhering to the specified goals and objectives, as described in the project narrative's program design. We also agree to comply with requests related to the specific evaluation components, as described in the evaluation section of the narrative.

Name	Signature	Grade/Content Area/title
1. Mary Paul Hoile		Child Development
2. Jenny Destefani		Child Development
3. Angela Robinson		Kindergarten
4. Kendra Hollis		Kindergarten
5. Jennifer Smallwood		Kindergarten
6. Fran Shepard		Kindergarten
7. Cindy Stollings		Kindergarten
8. Della Johnson		First Grade
9. Chelsie Green		First Grade
10. Katie Plunkett		First Grade
11. Carissa Sanders		First Grade
12. Tiffany Murrill		First Grade
13. Angela Jones		Second Grade
14. Amanda Nick		Second Grade
15. Cassandra Myers		Second Grade

16. Elizabeth Baggott	Second Grade
17. Dustin Ventura	Second Grade
18. Doris Lee	Second Grade
19. Emily Drotleff	Third Grade
20. Stacy Johnson	Third Grade
21. Megahn Ray	First Grade
22. Shannon Rister	Third Grade
23. Faith Kendall	Third Grade
24. Johnathan Abney	Fourth Grade
25. Niesha De Reef	Fourth Grade
26. Katie Nakamura	Fourth Grade
27.Patricia Deaver	Fourth Grade
28. Allison Barlik	Fourth Grade
29. Jason Ashley	Fifth Grade
30. Lesley Barfield	Fifth Grade
31. Katie Smith	Fifth Grade
32. LaTarsha Pearson/ J. Polson	Fifth Grade
33. Regina Williams	LD Self Contained
34. Melanie Brent	LD Self Contained
35. Lisa Marrin	Pre-School Autism
36. Deta Culley	Speech
37. Ina Gottlieb	Speech

38. Karen O'Neal	Resource
39. Tracie Dessausure	Guidance
40. Courtney Tipping	Parent Educator
41. Dannie Priester	Social Worker
42. Jennifer Boone	ESOL
43. Darlene Nau	ESOL
44. Debbie Poston	Science Lab
45. David Roy	Related Arts
46. Maria Zambrana	Related Arts
47. Camille Stack	Related Arts
48. Angela Durham	Related Arts
49. Sandra Gibson	ITS
50. David Holzendorf	Assistant Principal
51. Wanda Wells	Assistant Principal

Windsor Elementary School

"Where Children Learn, Grow, and Dream"

Mar. 25, 2010

Dr. Stephen W. Hefner, Ed.D.
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hefner:

I offer this letter of commitment as a curriculum facilitator for the International Baccalaureate (IB) Continuum in Richland School District Two at Windsor Elementary School. I have worked closely with the principal, Eric Jeffcoat, to ensure that the project design may be fully implemented for the Primary Years Programme.

As the IB Coordinator for Windsor Elementary School, I will work closely with the principal and staff at our school as well as with other IB coordinators in the district to insure proper implementation of the IB curriculum and philosophy. I fully support this application to create an International Baccalaureate Primary Years Programme for our students, administrative staff, and faculty.

I appreciate your thoughtful consideration of our application. If you have questions or concerns regarding our active and continued participation in the district's International Baccalaureate Continuum, please call 803.736.8723 or you may contact me via e-mail at djohnson@richland2.org.

Sincerely yours,

Della Johnson

Della Johnson, *IB Coordinator*
Windsor Elementary School
Richland School District Two

E. L. Wright Middle School
A National Blue Ribbon School
2740 Alpine Road
Columbia, South Carolina 29223-1910
Phone (803) 736-8740 Fax (803) 736-8798

March 23, 2010

Dr. Stephen W. Hefner
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hefner:

I am pleased to support Richland School District Two's application for the *Magnet School Assistance Program*,(CFDA 84.165) offered through the Office of Innovation and Improvement at the U.S. Dept. of Education.

As the principal of E. L. Wright Middle School, located in Columbia, SC, and serving a population of 1,030 students, I am actively involved, along with Ms. Malinda Taylor, E. L. Wright Middle School's International Baccalaureate facilitator, in the program design and professional development components of this application. We have shared these components with our faculty and we are confident of the decision to go school-wide with this globally focused curriculum.

I will work closely with Mrs. Taylor and the district International Baccalaureate project director to implement the Middle Years Programme. I am especially pleased that intensive professional development sessions have been included as part of the initiative, and I recognize the many benefits of this initiative not only for the faculty and staff at E. L. Wright Middle but also for our students in offering such a rigorous program.

I appreciate your thoughtful consideration of the attached application.

Sincerely yours,

Lori Marrero,
Principal

As members of the E. L. Wright Leadership Team, we recognize the importance of collaborating together toward the successful implementation of this initiative. By the signing of this document, we agree to participate in fully implementing the International Baccalaureate Programme at E. L. Wright.

Name (Please Print)	Signature	Grade/Content Area
Wendy L. Willingham	Wendy L. Willingham	6th and 7th Grade SS
Betty J. Smith	Betty J. Smith	6th and 8th grade Science
Chasity Grahain	Chasity Grahain	6th/7th Science
Barbara Gibbs	Barbara Gibbs	8th Science
Frederica Hilton	Frederica Hilton	8th, 7th math
Kecia Williams	Kecia Williams	6th, 7th, 8th Language Arts
Kim Yarbrough	Kim Yarbrough	6th 7th math
Beth Lee	Beth Lee	Math Specialist
Rosemary Nance	Rosemary Nance	Math Specialist
Amanda Stalvauer	Amanda Stalvauer	Graphics
Dorothy Burkett	Dorothy Burkett	Elective
Robert Scott	Robert Scott	7th
Kathy Thomas	Kathy Thomas	Special Education
Donna M. Petty	Donna M. Petty	6th Science
Renee Jordan	Renee Jordan	Graphics

E. L. Wright Middle School
A National Blue Ribbon School
2740 Alpine Road
Columbia, South Carolina 29223-1910
Phone (803) 736-8740 Fax (803) 736-8798

Mar. 25, 2010

Dr. Stephen W. Hefner, Ed.D.
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hefner:

I offer this letter of commitment as a curriculum facilitator for the International Baccalaureate Continuum in Richland School District Two at E. L. Wright Middle School. I have worked closely with the principal, Lori Marrero, to ensure that the project design may be fully implemented for the Middle Years Programme.

As IB Facilitator for E. L. Wright, I will work closely with the Principals and IB facilitators at each of the designated schools to ensure proper implementation of the IB curriculum and philosophy. I fully support this application to provide Level 1 training for our administrative staff and faculty.

I appreciate your thoughtful consideration of our application. If you have questions or concerns regarding our active and continued participation in the district International Baccalaureate Continuum, please call 803.736.8740.ext. 3004 or you may contact me via e-mail at mtaylor@richland2.org.

Sincerely yours,

Malinda Taylor

Malinda Taylor, Assistant Principal
Richland School District Two

Office of the Principal

Richland Northeast High School

7500 Brookfield Road
Columbia, South Carolina 29223

Telephone (803) 699-2800
richland2.org/rnh/

Apr. 2, 2010

Dr. Stephen W. Hefner
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hefner:

I am pleased to support Richland School District Two's application for the *Magnet School Assistance Program*,(CFDA 84.165) offered through the Office of Innovation and Improvement at the U.S. Dept. of Education.

I am the principal of Richland Northeast High School, located in Columbia, SC. The school serves 1500 students. Richland Northeast's International Baccalaureate facilitator, Mrs. Virginia Tate, and I have been actively involved in the program design and professional development components of the application. We have shared these components with our faculty and we are confident of the decision to go school-wide with this globally focused curriculum.

I will work closely with Mrs. Tate and the district International Baccalaureate project director to implement the Middle Years and Diploma Programmes. I am especially pleased that intensive professional development sessions have been included as part of the initiative. I recognize the many benefits of this initiative not only for the faculty and staff at Richland Northeast High School but the numerous benefits for our students as well in offering such a rigorous program.

I appreciate your thoughtful consideration of the attached application.

Sincerely yours,

Ralph C. Schmidt, *Principal*
Richland Northeast High School

We recognize the importance of collaborating together toward the successful implementation of this initiative. By the signing of this document, we agree to participate in all professional development training and to implement the International Baccalaureate Program fully. This implementation includes adhering to the specified goals and objectives, as described in the project narrative's program design. We also agree to comply with requests related to the specific evaluation components, as described in the evaluation section of the narrative.

Name	Signature	Grade/Content Area/title
1. (Type teacher name)	(they would sign here)	(description)
Joseph Eberlin	Eberlin	Magnet Director
2. Linda F. Mabley	Linda F. Mabley	Director of Science and Health
3. Marcia T. Woodward	Marcia T. Woodward	Director World Lang.
4. Janis H. Post	Janis H. Post	Director of Guidance
5. Kathy S. Summers	Kathy S. Summers	Director of Visual Art
6. Carol Ann Cal. Dennis	Carol Ann Cal. Dennis	Director of Fine Arts
7. Shirley T. Ballard	Shirley T. Ballard	Director of Special Services
8. Susan Bauman	Susan Bauman	Director Social Studies
9. Dan E Dietsch	Dan E Dietsch	Director, NJROTC
10. Randall Eagle	Randall Eagle	Fine Art Dept. Director
11. Karilyn Clark	Karilyn Clark	Director of ESOL
12. Carolyn Webster	Carolyn Webster	Director of Math
13. Dan Reif	Dan Reif	Director of English
14. Robert Stith	Robert Stith	Director of Mathematics

15. Ellen O'Leary Director of Information + Technology Center

16. Betsy Kinsell Betsy Kinsell Director of Curr Rep

17.

18.

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34.

35.

36.

Richland Northeast High School

7500 Brookfield Road

Phone: (803) 699 - 2800 Columbia, South Carolina 29223 Fax: (803) 699 - 3679

March 5, 2010

Dr. Stephen W. Hefner, Ed.D.
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hefner:

I am the International Baccalaureate Facilitator for Richland Northeast High School. We are excited about the opportunity to provide the International Baccalaureate programme at our school including both the Middle Years Programme and the Diploma Track Programme. Additionally, our school will serve as an IB school enabling all students to receive the benefit of our global IB community.

As the IB Facilitator for Richland Northeast High School, I will work closely with the district IB Coordinator, the school administration, and the facilitators at EL Wright Middle School and Windsor Elementary School to insure proper implementation of the IB curriculum and philosophy throughout the school and district. I intend to fully support the implementation within our school, beginning with Category 1 training for all Richland Northeast High School employees in October of 2010. Additionally I will provide continual support to faculty and teachers through training and implementation of the IB curriculum.

I appreciate your support of this endeavor. If you have questions or concerns regarding my active and continued participation in the district International Baccalaureate Continuum, please call 803.699.2800, ext. 79789, or you may contact me via e-mail at vtate@richland2.org.

Sincerely,

Virginia Tate

Virginia Tate
Richland Northeast High School
7500 Brookfield Road
Columbia, SC 29223

Windsor Elementary School

"Where Children Learn, Grow, and Dream"

Mar. 24, 2010

Dr. Stephen W. Hefner, Ed.D.
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206-2205

Dear Dr. Hefner:

I am writing on behalf of the Windsor Elementary School Parent/Teacher Organization to offer our concerted support for Richland School District Two's proposal to be submitted for the *Magnet School Assistance Program (CFDA # 84.165)* offered by the US Dept. of Education, Office of Innovation and Improvement.

Mr. Jeffcoat, our principal, has provided much information regarding the International Baccalaureate Continuum, and we wholeheartedly support the school-wide comprehensive plan of implementation which is specifically described in the attached proposal. The plan integrates the IB philosophy which is also consistent with State academic content standards. As parents, we are pleased that our children will experience this highly regarded, effective curriculum.

If you have questions regarding the commitment of the Windsor Elementary School Parent Teacher Organization to the project, please call 803-609-5092. I appreciate your thoughtful consideration of our proposal.

Sincerely,

Wendy Dill

Wendy Dill
President
PTO Windsor Elementary School

9800 Dunbarton Drive • Columbia, SC 29223 • 803-736-8723 • Fax: 803-699-5648

E. L. Wright Middle School
A National Blue Ribbon School
2740 Alpine Road
Columbia, South Carolina 29223-1910
Phone (803) 736-8740 Fax (803) 736-8798

March 25, 2010

Dr. Stephen W. Hefner, Ed.D.
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206-2205

Dear Dr. Hefner:

The Parent-Teacher Organization at E. L. Wright Middle School is especially pleased to provide this letter of commitment for the *Magnet Schools Assistance Program*. Our principal, Lori Marrero, has shared the goals and the objectives of the International Baccalaureate Continuum. As an active parental support group for E. L. Wright Middle School, we, without reservation, offer our commitment to ensuring its successful implementation.

Our PTO is actively involved in promoting the mission and goals of this school. We enjoy a collaborative partnership with the school, assisting teachers and students alike in their academic pursuits. Our parents are often on campus, volunteering in classrooms, on field studies, in clerical areas, or during after-school events. Throughout the year, we work with students and teachers alike, funding projects and assisting at-need students with field study costs, or donating resources to the school for endeavors which support the entire student body. We see the excellent work of this staff and believe they will embrace the ideals of the International Baccalaureate Programme. Hopefully, the diversity of our parents will enable us to further this partnership, as we can assist the school in sharing our expertise on various countries and the culture of our origins.

I join other members of the E. L. Wright Middle School PTO in thanking you for thoughtful consideration of our application. If you have any questions, please call me at 803-446-9500.

Sincerely,

Beth Drake

Beth Drake, President
Parent-Teacher Organization

Richland Northeast High School

7500 Brookfield Road
Columbia, South Carolina 29223
April 2, 2010

Office of the Principal

Telephone (803) 699-2800
richland2.org/rnh/

Stephen W. Hefner, Ed.D.
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206

Dear Dr. Hefner,

I am providing this letter as the chair of the School Improvement Council at Richland Northeast High School. Our strong parent group fully supports the district's initiative to implement the International Baccalaureate Programme (MYP and Diploma) at our high school. We recognize that the rigorous curriculum coupled with intensive academic assistance will greatly enhance our students' education.

The SIC will work diligently with Richland Northeast's principal, Ralph Schmidt, and International Baccalaureate facilitator, Virginia Tate, as they move forth. We will be able to assist directly with a number of efforts, including a campus beautification day, student initiatives such as next year's Dance Marathon, and helping our new military families make a speedy transition to the school.

I will also ensure that the progress of the program will be a standard agenda item during each School Improvement Council meeting, where the project director will have ample time to highlight initiatives within the program.

The School Improvement Council at Richland Northeast High School embraces the goals and objectives of the International Baccalaureate Continuum. If you have questions or concerns about our dedication to this proposal, you may call me at (803) 699-2800.

Sincerely,

Deborah Boone

Deborah Boone
Chair, Richland Northeast High School SIC

Mar. 29, 2010

Dr. Stephen W. Hefner, Ed.D.
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206-2205

Dear Dr. Hefner:

My team and I join Mr. Jeffcoat and his teachers in support of the proposal submitted by Richland School District Two for the *Magnet Schools Assistance Program (MSAP)*. I provide this letter of commitment because Bi-Lo is committed to helping families in the community. I regularly meet with Mr. Jeffcoat to discuss a number of projects, such as funding field trips and a well stocked bookroom.

Windsor has collaborated with Wright Middle and Richland Northeast High to create an International Baccalaureate Continuum which includes rigorous academic enrichment, a youth development component, and enhanced service learning activities. This comprehensive plan will have a major impact in our community, for when our children are engaged in global learning, we all benefit.

I commit to giving a major grant to Mr. Jeffcoat, as principal of Windsor Elementary School, to help fund specific activities in his program. Bi-Lo views this philanthropic gesture as an investment in our community. It becomes a win-win situation for all.

Again, I endorse the proposal submitted on behalf of Richland School District Two. If you have any questions, please call me at 803-736-0200.

Sincerely,

Vivian Reed,
Manager of Bi-Lo

QUALITY BEVERAGE, L.L.C.
P.O. BOX 778 • SALISBURY, NC 28145-0778
SALISBURY: (704) 638-2042
CHARLESTON: (843) 574-9797
WILMINGTON: (910) 383-6545
NEW BERN: (252) 635-1940

Mar. 26, 2010

Dr. Stephen W. Hefner, Ed.D.
Richland School District Two
6831 Brookfield Rd.
Columbia, SC 29206-2205

Dear Dr. Hefner:

Please accept this letter of commitment to indicate Cheerwine's strong partnership with E. L. Wright Middle School. I am pleased that Richland School District Two is applying for the *Magnet Schools Assistance Program (MSAP)* federal grant competition offered through the Office of Innovation and Improvement at the US Department of Education to create the International Baccalaureate Continuum.

My staff and I join Mrs. Marrero and her teachers in promoting the IB theme which will be implemented school-wide at E. L. Wright. We regularly collaborate with E. L. Wright, assisting their athletic programs as well as their annual school-wide Field Day. We look forward to next year as they implement International Day in the spring, as a celebration of the great diversity of our planet.

The district's mission statement is succinct: Richland School District Two, in partnership with the Columbia Northeast community, guarantees each student a quality education by providing appropriate and challenging learning experiences to equip each individual for life-long learning, responsible citizenship, and productivity in an ever-changing world. Business organizations such as Cheerwine are helping to make their mission a reality. I thank you for your time. If you have any questions, please call me at 803-788-0047.

Sincerely,

Tommy Vernon

Tommy Vernon
General Manager

State Farm Mutual Automobile Insurance Company

Columbia Service Center
7 Technology Circle
Suite 400
Columbia, SC 29203

(803) 935-3714 (office)
(803) 935-3717 (fax)

April 2, 2010

Stephen W. Hefner, Ed.D.
Richland School District Two
6831 Brookfield Road
Columbia, SC 29206-2205

Dear Dr. Hefner:

It is with pleasure that I endorse the *Magnet Schools Assistance Program (MSAP)*, CFDA 84.165 proposal submitted by Richland School District Two. Dedicated teams from the northeast Columbia area in Richland School District Two comprising principals, community members, students, and teachers have collaborated in a focused effort to create an initiative that creates an International Baccalaureate Continuum. Richland Northeast will offer the 9th- and 10th-grade Middle Years Programme leading into the Diploma Programme. Indeed, this continuum will serve our students well by offering a rigorous curriculum and enrichment activities such as civic education and global awareness.

Our support of the International Baccalaureate Continuum focuses around service-learning and civic engagement. State Farm is a strong supporter of these initiatives from a corporate and local viewpoint.

This team has diligently sought input from students, parents, community members, and other faculty and staff to develop the proposed program. This proposal aligns with Richland School District Two's mission of guaranteeing each student a quality education by providing appropriate and challenging learning experiences to equip each individual for life-long learning, responsible citizenship, and productivity in an ever-changing world. Thank you for your consideration. If you have any questions, please feel free to contact me at the numbers below.

Sincerely,

Bruce White
State Farm® Insurance
Southern Zone Public Affairs
o - 803-935-3714
c - 803-309-6272

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Sara Wheeler

District IB Coordinator

Richland School District Two

Columbia, SC

15 December 2009

Dear Ms. Wheeler:

I am writing to let you know that Richland School District Two has been accepted as one of only ten school districts in the Americas that will receive on-site district training in 2010. This training is designed to promote access and excellence. Your district's application spoke to both these goals. We commend your entire educational community for its commitment to a high quality international education.

One important note – we understand that the district's IB initiative is contingent upon receiving a Magnet Schools Assistance Program grant. Therefore, we will only pursue the onsite workshops once we know you have received the grant.

Ms. Maria Hersey, one of our Regional Development Specialists, has been assigned to work with you. She will joined by a professional from our Conference and Events team. Together, they will be the district's principal contacts for the planning and delivery of the on-site workshops. They will be in touch with you n 2010 to begin the process. There are three things we would like you to keep in mind:

- We require that there be a person at the district level who coordinates IB programs and can serve as our principal point of contact. We understand you are serving in this role. If for some reason there is a change, please let us know as soon as possible
- We will do everything we can to accommodate your requests in regards to the number of sessions and subjects. However, we reserve the right not to schedule some sessions if we can't recruit enough trained workshop leaders.
- We will attempt to schedule the workshops on your preferred dates, but again reserve the right to change the dates if it enables us to recruit trained leaders. If that is the case, we ask that you work with us to come up with mutually agreeable dates.

Congratulations on your achievement. We look forward to working closely with you and your colleagues in 2010.

Paul Campbell

Head of Regional Development, IB Americas

IB New York
475 Riverside Drive
Suite 240
New York, NY 10115

Tel: +1 (212) 696-4464
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Web: www.ibo.org/iba

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Project Narrative

Project Narrative-Joint Application Information (if necessary)-Refer to: Instructions for Other Documents and Attachments

Budget Narrative

Project Narrative-Budget Narrative

Attachment 1:
Title: **Richland Two Budget Narrative** Pages: **25** Uploaded File: **Richland Two Budget Narrative.pdf**

Richland School District Two IB Continuum

Budget Summary

Category	Admin.	Windsor	Wright	RNHS		Year 1 2010-2011	Year 2 2011-12	Year 3 2012-13	Totals
Salaries and Wages	520,840	443,365	254,030	238,407		458,377	489,092	509,172	1,456,641
Employee Benefits	174,706	137,752	75,384	72,693		139,361	157,659	163,516	460,535
Travel	62,718	67,910	116,310	154,110		135,016	133,016	133,016	401,048
Equipment	0	129,279	29,466	0		105,557	26,594	26,594	158,745
Materials and Supplies	87,325	373,500	772,407	974,902		1,309,764	506,785	391,585	2,208,134
Consultants & Contracts	656,994	158,140	251,318	295,182		513,088	406,148	442,398	1,361,634
Construction	0	0	0	0		0	0	0	0
Other	0	0	0	0		0	0	0	0
Direct Costs	1,502,583	1,309,946	1,498,915	1,735,293		2,661,163	1,719,294	1,666,281	6,046,737
Indirect Costs	70,844	88,552	101,221	115,042		167,727	106,206	101,726	375,659
Total Requested	$1,573,427	$1,398,498	$1,600,136	$1,850,336		$2,828,890	$1,825,500	$1,768,007	6,422,397

Richland School District Two IB Continuum

Magnet Schools Administrative Office

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
For this project, 8.5 positions will be funded: Project Director, Clerical Assistant, a Project Facilitator at all three target schools, a Data Analyst, and 2.5 teachers. A 5% cost of living increase is projected for all personnel for Yrs. 2 and 3 of the project.					
1. Salaries and Wages					
Project Director — 100% FTE	The Project Director's salary is calculated as a 245-day position, based on the district's Teacher Salary Schedule, Master's degree and 30 years of experience and responsibilities related to job position.	$79,003	$82,953	$87,101	$249,057
Clerical Assistant - 100% FTE	This assistant will be the equivalent of the Sec.4; Grade 11 classified salary scale. It will be a 245-day position with a $33,712 annual salary.	$33,712	$35,398	$37,167	$106,277
Data Analyst -100% FTE	The data analyst's position is based on the school district's salary scale for a 215-day position. This position will lead district data collection efforts.	$52,500	$55,125	$57,881	$165,506
Salaries and Wages Subtotal	**yearly and grand totals**	**$165,215**	**$173,476**	**$182,150**	**$520,840**
2. Employee Benefits					
SSI/Medicaid Fringe Benefits	FICA is calculated at 7.65% of the total salaries. (i.e. yr 1=$165,214 x 7.65% = $12,639)	$12,639	$13,271	$13,934	$39,844
SC Retirement System and Death Benefits	By law, the State Retirement and Death Benefits are calculated at 12.89%. (i.e. yr. 1 is $165,214 x 12.89% = $21,296)	$21,296	$22,361	$23,479	$67,136
Health, Dental, & Life Insurance Benefits	This insurance is calculated at $7,415 per year per employee.($7,415 x 3 = $22,245) The other personnel are allocated at their respective schools.	$22,245	$22,245	$22,245	$66,735
Worker's Compensation Benefits	These benefits are calculated at $70 per employee per year. ($70 x 3 = $210)	$210	$210	$210	$630
Unemployment Insurance	These benefits are calculated at $40 per employee per year. ($40 x 3 =$120)	$120	$120	$120	$360
Employee Benefits	**yearly and grand totals**	**$56,510**	**$58,207**	**$59,989**	**$174,706**

Richland School District Two IB Continuum

Magnet Schools Administrative Office

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
3. Travel					
Travel reimbursement includes travel to Washington, D.C. for grant review meetings, use of personal automobile for program implementation and monitoring, professional development associated with the International Baccalaureate Continuum, and attendance at regional and national conferences for both informational and presentation purposes.					
Private Vehicle	Project Director will travel between schools for facilitator meetings, teacher observations, partnership recruitment, and other project-related travel. Est. 300 miles/mo. x $.585 per mile x 12 = $2,106	$2,106	$2,106	$2,106	$6,318
Magnets Schools of America Conference	Project Director, Grants Coordinator, and 2 district office staff will attend the MSA national conference annually. Airfare $550 + hotel (6 nights x $250/night) $1,500 + Per Diem ($50 x 6) $300 + $650 conference registration = $3,000 x 4 = $12,000	$12,000	$12,000	$12,000	$36,000
International Baccalaureate National Conference	Project Director, Grants Coordinator, and two other district office staff will attend the International Baccalaureate national conference annually. Airfare $550 + hotel (4 nights x $150/night) $600 + Per Diem ($50 x 4) $200 + $350 conference registration = $1,700 x 4 = $6,800	$6,800	$6,800	$6,800	$20,400
Travel Subtotal	**yearly and grand totals**	**$20,906**	**$20,906**	**$20,906**	**$62,718**
4. Equipment					
	No expenses for equipment have been requested or budgeted.	$0	$0	$0	$0
Equipment Subtotal	**yearly and grand totals**	**$0**	**$0**	**$0**	**$0**

Richland School District Two IB Continuum

Magnet Schools Administrative Office

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
5. Materials and Supplies					
Computer	To provide desktop computer for the clerical asst. with all essential software est. at $1,500	$1,500	$0	$0	$1,500
Monitor	To allow project director to have dual computer monitor access	$900	$0	$0	$900
Facsimile/printer/scanner	To allow administrative use in communicating with schools across the district and nation	$2,500	$0	$0	$2,500
Office furniture	To purchase desk, office chair, lamp, filing cabinets, storage chests for clerical assistant, est. $2,500	$2,500	$0	$0	$2,500
Administrative Supplies	To provide binder notebooks, flash drives, ink cartridges for printers and fax machine, pens, pencils, adhesive notes, file folders, legal pads, paper clips, and other general office supplies	$4,500	$4,500	$4,500	$13,500
Cellular phone and service	To allow project director to communicate effectively (est. initial fee of $125 x montly fees of $100 = $1,325)	$1,325	$1,200	$1,200	$3,725
Printing	To promote new theme based magnet schools for recruitment brochures, banners, and graphic design materials	$6,000	$6,000	$6,000	$18,000
Magnet Recruitment Fair	To provide magnet banners, electrical cords, tabletop displays, Velcro, tape, and storage containers	$5,000	$5,000	$5,000	$15,000
Staff development supplies	To provide teacher resource materials, pens, pencils, publications, etc.	$9,000	$9,000	$9,000	$27,000
School Facilitator Meetings	To provide materials and supplies for monthly meetings at consortium schools (est. $100/mtg. x 9 = $900)	$900	$900	$900	$2,700
Materials and Supplies Subtotal	**yearly and grand totals**	**$34,125**	**$26,600**	**$26,600**	**$87,325**

Richland School District Two IB Continuum

Magnet Schools Administrative Office

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
6. Consultants & Contracts					
Professional membership fees	To provide annual district membership to enable all schools to participate in professional development activities	$3,000	$3,000	$3,000	$9,000
SC IB Association	To pay annual state IB membership dues allowing for regional networking	$300	$300	$300	$900
Maintenance updates	To provide electrical, technological enhancements as needed at all three schools	$25,000	$5,000	$5,000	$35,000
IB Consultation	To provide initial planning and consultation services with the project design of the IB Continuum	$2,500	$0	$0	$2,500
External evaluator	To contract with the SC Educational Policy Center at the University of South Carolina to conduct formative and summative evaluations of project activities and to assist with annual USDOE reporting.	$160,000	$160,000	$160,000	$480,000
Creativity Action Service (CAS) Coordinator	To provide service learning workshops and guidance in implementing service learning activites and projects at all three schools (est. at $3,600 per month x 12 mo. = $43,198)	$43,198	$43,198	$43,198	$129,594
Consultants and Contracts Subtotal	**yearly and grand totals**	**$233,998**	**$211,498**	**$211,498**	**$656,994**
7. Construction					
	No construction expenses were requested or budgeted.	$0	$0	$0	$0
Construction subtotal	**yearly and grand totals**	**$0**	**$0**	**$0**	**$0**
8. Other					
	No other expenses were requested or budgeted.	$0	$0	$0	$0
Other subtotal	**yearly and grand totals**	**$0**	**$0**	**$0**	**$0**
9. Total Direct Costs (All Subtotals Combined)		**$510,754**	**$490,687**	**$501,142**	**$1,502,583**

Richland School District Two IB Continuum

Magnet Schools Administrative Office

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
10. Total Indirect Costs	Richland School District Two has a 6.76% indirect cost rate agreement with the SC Department of Education. This charge includes only those indirect costs allowable.	$24,171	$23,152	$23,521	$70,844
12. TOTAL REQUESTED		**$534,925**	**$513,839**	**$524,663**	**$1,573,427**
	3 year project total for Magnet Schools Administrative Office				**$1,573,427**

Richland School District Two IB Continuum

Windsor Elementary School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Salary estimates are based on the Richland School District Two salary schedules with cost of living increases estimated for each year at 5%. The salary will vary according to the qualifications of the individual.					
1. Salaries and Wages					
School Facilitator	The school facilitator's salary is calculated as a 215-day position, based on the district's Teacher Salary Schedule for this individual of a master's degree +30+15.	$57,115	$59,971	$62,969	$180,055
Teacher	This FTE teacher's salary is calculated as a 190-day position, based on the district's Teacher Salary Schedule for this individual with a master's degree and five years of documented experience.	$43,080	$45,234	$47,496	$135,810
Professional Development Training	IB Category One training (on-site) est. at 2 days x $125 (district average) x 60 staff = $15,000	$15,000	$0	$0	$15,000
Professional Development Training	IB summer staff development hosted by Grade Level Leaders (For yr. 1-yr. 3., including 60 teachers x $125/teacher x 5 days = $37,500)	$37,500	$37,500	$37,500	$112,500
Salaries and Wages Subtotal	**yearly and grand totals**	**$152,695**	**$142,705**	**$147,965**	**$443,365**
2. Employee Benefits					
SSI/Medicaid Fringe Benefits	FICA is calculated at 7.65% of the total salaries. (i.e. yr 1 = $115,195 x 7.65% = $8,812)	$11,681	$10,917	$11,319	$33,917
SC Retirement System and Death Benefits	By law, the State Retirement and Death benefits are calculated at 12.89%. (i.e. yr. 1 $115,195 x 12.89% = $14,849)	$19,682	$18,395	$19,073	$57,150
Health, Dental, & Life Insurance Benefits	This insurance is calculated at $7,415 per year per employee. Two employees are requested with a 5% annual increase in yr. 2 and 3.	$14,830	$15,201	$15,961	$45,992
Worker's Compensation Benefits	These benefits are calculated at $70 per employee per year. Two employees are requested with a 5% increase in yr. 2 and 3.	$140	$147	$154	$441
Unemployment Insurance	These benefits are calculated at $40/employee per year with a 5% increase per year. Two employees are requested at $80 for yr one.	$80	$84	$88	$252
Subtotal Benefits	**yearly and grand totals**	**$46,414**	**$44,743**	**$46,595**	**$137,752**

Richland School District Two IB Continuum

Windsor Elementary School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
3. Travel					
Private Vehicle	School Facilitator will travel for facilitator meetings, teacher observations, partnership recruitment, and other project-related travel. Est. 200 miles/mo. @ $.585 per mile (district mileage rate) x 10 = $1,170.	$1,170	$1,170	$1,170	$3,510
International Baccalaureate National Conference	The principal, school facilitator, and two teachers will attend the International Baccalaureate national conference annually. Airfare $550 + hotel (4 nights x $150/night) $600 + Per Diem ($50 x 4) $200 + $350 conference registration = $1,700 x 4 = $6,800	$6,800	$6,800	$6,800	$20,400
International Baccalaureate Training Workshops	For teacher travel to regional workshop that includes hotel, flight, per diem, registration fee, and related travel expenses. est. at $2,000/teacher x 11 teachers = $22,000	$0	$22,000	$22,000	$44,000
Travel Subtotal	**yearly and grand totals**	**$7,970**	**$29,970**	**$29,970**	**$67,910**
4. Equipment					
Musical Keyboard Lab	To provide musical instruments, composition electronics, and other equipment to create an advanced technological musician's lab. Yr 2 and 3 are maintenance costs.	$29,950	$2,000	$2,000	$33,950
Drama Studio	To create stage area, provide costumes, props, portable stage, storage cabinets, spotlighting and stand lighting. These valid estimates will create a well equipped drama studio. Yrs. 2 and 3 provide for additional lighting, costumes, and props as drama selections change.	$43,785	$4,950	$4,950	$53,685
Morning News Show	To expand ability to provide video, multicultural experiences on live television with videotaping capacity	$22,000	$9,822	$9,822	$41,644
Equipment Subtotal	**yearly and grand totals**	**$95,735**	**$16,772**	**$16,772**	**$129,279**

Richland School District Two IB Continuum

Windsor Elementary School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
5. Materials and Supplies					
Administrative net book	To ensure data collection and management of the grant, one net book for school facilitator Est. at $900	$900	$0	$0	$900
Administrative Supplies	To provide binder notebooks, flash drives, ink cartridges for printers and fax machine, pens, pencils, adhesive notes, file folders, legal pads, paper clips, and other general office supplies	$4,500	$4,500	$4,500	$13,500
School supplies	To promote magnet which highlights the new IB theme (pencils, pencil pouches, mouse pads, etc.)	$5,000	$5,000	$5,000	$15,000
Magnet Recruitment Fair	To allow the school to participate in the fair--includes magnet banner, tabletop display, give-a-ways with magnet promotional materials	$3,000	$3,000	$3,000	$9,000
Curricula materials	To purchase curricula materials as necessary in implementing the program at $2,000/teacher x 30 teachers = $60,000. Yr. 2 will provide for 30 teachers, and yr. 3 will provide supplementary materials.	$60,000	$60,000	$26,000	$146,000
Lite Speed Sound System	To decrease audiological barriers in each classroom ($1,400 per system x 16 systems = $22,400)	$22,400	$0	$0	$22,400
Language Lab	To prepare for exhibition projects, headphones, microphones, and webcams using printer ink, toner, paper supplies-with replacement costs in yr 2 and 3	$15,000	$5,000	$5,000	$25,000
Model UN meetings	To support the Model UN continuum where middle school students will mentor the elementary students (10 meetings x $1,000/meeting = $1,000)	$1,000	$1,000	$1,000	$3,000
Senteos	To enhance assessment in individual classrooms est. 10 classes x $1,600 per set that includes 24 remotes and software CD = $16,000	$16,000	$0	$0	$16,000
Media Resources	To increase reading skills by providing quality literacy materials	$15,000	$10,000	$5,000	$30,000
Laptop computers	To provide computer access for second-fifth grade students, est. 103 netbooks x $900 = $92,700.	$87,500	$2,700	$2,500	$92,700
Materials and Supplies Subtotal	**yearly and grand totals**	**$230,300**	**$91,200**	**$52,000**	**$373,500**

Richland School District Two IB Continuum

Windsor Elementary School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
6. Consultants & Contracts					
PYP Candidate	To provide for annual candidate fee as necessary by the IB Programme	$9,000	$10,000	$11,000	$30,000
Professional Development	To provide training in the PYP program, with yr.1 estimated at $369 per teacher x 60 teachers = $22,140. Yr. 2 and 3 are estimated at $15,000 per year.	$22,140	$15,000	$15,000	$52,140
News Studio	To install updated equipment to expand multicultural activities, with yr.2 and yr.3 where additional equipment will be added to enhance the studio.	$6,000	$4,000	$3,000	$13,000
Muralist	To create an international theme throughout the school	$10,000	$10,000	$10,000	$30,000
Language Software site licenses	To provide for language lab, school site license	$13,000	$10,000	$10,000	$33,000
Consultants & Contracts subtotal	**yearly and grand totals**	**$60,140**	**$49,000**	**$49,000**	**$158,140**
7. Construction					
	Construction funds were not requested or budgeted.	$0	$0	$0	$0
Construction subtotal	**yearly and grand totals**	**$0**	**$0**	**$0**	**$0**
8. Other		$0	$0	$0	$0
	No other expenses noted.				
Other Subtotal	**yearly and grand totals**	**$0**	**$0**	**$0**	**$0**
9. Total Direct Costs		**$593,254**	**$374,390**	**$342,302**	**$1,309,946**
10. Total Indirect Costs	Richland School District Two has a 6.76% indirect cost rate agreement with the SC Department of Education. This charge includes only those indirect costs allowable.	$40,104	$25,309	$23,140	$88,552
12. TOTAL REQUESTED	**Windsor Elementary School**	**$633,357**	**$399,699**	**$365,442**	**$1,398,498**
3 year project total for Windsor Elementary School					**$1,398,498**

Richland School District Two IB Continuum

E. L. Wright Middle School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Salary estimates are based on the Richland School District Two salary schedules with cost of living increases estimated for each year at 5%. The salary will vary according to the qualifications of the individual.					
1. Salaries and Wages					
School Facilitator	The school will provide the school facilitator as an in kind contribution. As described in the proposal, the facilitator is highly qualified with more than 23 years of experience and is the current Assistant Principal of Curriculum & Instruction.	$0	$0	$0	$0
Teachers	Request 1.5 FTE foreign language teachers to support the implementation of the IB program, based on the district's Teacher's Salary Schedule: 1 FTE of a master's degree with five years experience is $45,234 + 0.5 FTE with a master's degree +30 and 11 years of experience ($52,000 x 0.50= $26,000). Total $71,234.	$0	$71,234	$74,796	$146,030
Professional Development Training	IB Category One training (on-site) est. at 2 days x $125 (district rate) x 72 staff = $18,000	$18,000	$0	$0	$18,000
Professional Development Training	IB continued professional development summer training (36 teachers x $125/teacher x 5 days = $22,500)	$0	$22,500	$22,500	$45,000
Professional Development Training	To train all teachers across 3 years on newly purchased advanced technological equipment, such as video conferencing, etc.(est. 72 staff x $125 x 5 days =$45,000)	$15,000	$15,000	$15,000	$45,000
Salaries and Wages Subtotal	**yearly and grand totals**	**$33,000**	**$108,734**	**$112,296**	**$254,030**
2. Employee Benefits					
SSI/Medicaid Fringe Benefits	FICA is calculated at 7.65% of the total salaries. (i.e. yr 1 = $33,000 x 7.65% = $2,525)	$2,525	$8,318	$8,591	$19,433

Richland School District Two IB Continuum

E. L. Wright Middle School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
SC Retirement System and Death Benefits	By law, the State Retirement and Death benefits are calculated at 12.89%. (i.e. yr 1 = $33,000 x 12.89% = $4,254)	$4,254	$14,016	$14,475	$32,744
Health, Dental, & Life Insurance Benefits	This insurance is calculated at $7,415 per year per employee. 1.5 employees are requested beginning in yr. 2 with a 5% increase in yr. 3. ($7,415 +$3,708 = $11,123 x 5% = $11,679)	$0	$11,123	$11,679	$22,802
Worker's Compensation Benefits	These benefits are calculated at $70 per employee per year. 1.5 employees are requested with a 5% increase in yr. 3. (i.e. 1.5 x $70 = $105)	$0	$105	$110	$215
Unemployment Insurance	These benefits are calculated at $40 per employee per year with a 5% increase per year.(i.e. $40 x 1.5=$60)	$60	$63	$66	$189
Subtotal Benefits	**yearly and grand totals**	**$6,838**	**$33,625**	**$34,921**	**$75,384**
3. Travel					
Private Vehicle	School Facilitator will travel for facilitator meetings, teacher observations, partnership recruitment, and other project-related travel. Est. 200 miles/mo. @ $.585 per mile (district rate) x 10 months = $1,170.	$1,170	$1,170	$1,170	$3,510

Richland School District Two IB Continuum

E. L. Wright Middle School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
International Baccalaureate National Conference	The principal, school facilitator, and three teachers will attend the International Baccalaureate national conference annually. Airfare $550 + hotel (4 nights x $150/night) $600 + Per Diem ($50 x 4) $200 + $350 conference registration = $1,700 x 5 = $8,500	$8,500	$8,500	$8,500	$25,500
International Baccalaureate Training Workshops	Teacher travel to regional workshop that includes hotel, flight, per diem, and related travel expenses. est. at $2,000/teacher x 18 teachers = $36,000	$0	$36,000	$36,000	$72,000
International Society of Technology in Education Conference	The principal and two teachers will attend the national conference annually. Airfare $550 + hotel (4 nights x $150/night) $600 + Per Diem ($50 x 4) $200 + $350 conference registration = $1,700 x 3 = $5,100	$5,100	$5,100	$5,100	$15,300
Travel Subtotal	**yearly and grand totals**	**$14,770**	**$50,770**	**$50,770**	**$116,310**
4. Equipment					
Morning News Show	To expand ability to provide video, multicultural experiences on live television by purchasing a teleprompter and related production equipment.	$9,822	$9,822	$9,822	$29,466
			$0	$0	$0
Equipment Subtotal	**yearly and grand totals**	**$9,822**	**$9,822**	**$9,822**	**$29,466**
5. Materials and Supplies					
Administrative net book	One net book for school facilitator, est. at $900	$900	$0	$0	$900
Administrative Supplies	Binder notebooks, flash drives, ink cartridges for printers and fax machine, pens, pencils, adhesive notes, file folders, legal pads, paper clips, and other general office supplies	$4,500	$4,500	$9,000	$18,000
School supplies	Promotional school items for students and parents which highlights the new theme based magnet (pencils, pencil pouches, mouse pads, etc.)	$5,000	$5,000	$5,000	$15,000
Magnet Recruitment Fair	To participate in the fair--includes magnet banner, tabletop display, give-a-ways with magnet promotional materials	$5,000	$5,000	$5,000	$15,000

Richland School District Two IB Continuum

E. L. Wright Middle School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Curricula materials	Curricula materials necessary in establishing the international environment throughout the school ($2,000 x 72 teachers = $144,000) Yr. 2 and yr. 3 will provide supplementary materials.	$144,000	$35,000	$26,000	$205,000
Music Studio	To provide opportunities for students to learn the fundamentals of the keyboard, the composition software to compose and print their musical compositions, headphones to work independently without disrupting the class, and surround sound system to provide quality sound.	$29,950	$2,000	$2,000	$33,950
African Drums	To allow the students to experiment with rhythms and tones from around the world. 3 drums x $165 =$495 and adding to the ensemble each year.	$495	$495	$495	$1,485
Video conferencing system	To be used with computers to communicate with international schools to promote international dialogue, diverse perspectives, civic engagement, and global competency amongst their peers.	$22,000	$0	$0	$22,000
Desktop computers	To expand current student computer access to provide 1:1 computing (10 x $1,500 = $15,000)	$15,000	$0	$0	$15,000
Model UN meetings	To support the Model UN continuum where high school students will mentor the middle school students (10 meetings x $250/meeting = $2,500)	$2,500	$2,500	$2,500	$7,500
Digital Camera	To create pictorial images of school, state, and surrounding areas to share globally (6 x $125= $750)	$750	$0	$0	$750
Flash drivers and DVD-Rs	To save students' work to share with others around the globe via conferencing	$8,220	$240	$240	$8,700
Multimedia Digital Stereo Headphones	To create podcasts for sharing across the state and nation ($10 x 20= $200	$200	$0	$0	$200
Webcam	To create videos with Moviemakers and podcasts to share student work with students in other countries (18 x $23 = $414)	$414	$0	$0	$414
Media Literacy Laptops	To explore various interactive and creative programs that focus on media design and analysis.($969 x 25 computers = $24,225)	$24,255	$0	$0	$24,255

Richland School District Two IB Continuum

E. L. Wright Middle School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Mobile Speakers	To provide mobile quality sound for student's exhibition presentations and for teacher's instructional activities.(2 x 150 = $300)	$300	$0	$0	$300
Handycam	To take both still and motion captured pictures and movies for projects relating to content material. (5 x $270 = $1,350)	$1,350	$0	$0	$1,350
International Flags	To display representative flags to advance the international theme. Complete set of 192 United Nationals World Flags 5'x8'.	$12,000	$0	$0	$12,000
Climbing Wall	To enable our students to remain physically active while promoting the IB theme.	$5,000	$0	$0	$5,000
Foreign Language Lab	To expand cultural studies and language lab activities, providing computers, headphones, microphones, open-top desks, rectangular computer tables, chairs, and a camera projector. Yr. 2 and 3 reflect maintenance expenses.	$92,673	$0	$0	$92,673
Art Room Enhancements	To research exemplary artists, network with art students in other countries, explore interactive websites, and utilize technology as a modern tool for creating art and paint benches that will be displayed in front of the school. Illustrations will be based on an international theme.	$10,530	$400	$400	$11,330
Smartboard Web Cameras	To connect to students internationally through web cam attached to Smart Boards (90 cameras x $100 = $9,000)	$3,000	$3,000	$3,000	$9,000
Document Cameras	To display real items in class - such as international coins to use as manipulatives and an international newspaper (90 x $500 = $45,000)	$15,000	$15,000	$15,000	$45,000
Handheld GPS	To allow students the opportunity to "calculate" international destinations (30 x $250 = $7,500)	$7,500	$0	$0	$7,500
Flip Video Cameras	To allow students to record information, create videos, etc which can be uploaded and shared with their global "pen pals" ($200 x 30 = $6,000)	$6,000	$0	$0	$6,000
Mobile technology	To provide web-based research to complete student exhibitions through use of netbooks ($60,000) and iPOD Touch ($300 x 30 netbooks = $9,000)	$29,000	$20,000	$20,000	$69,000
Gicle Printer System	To "scream the theme" to print posters, banners, and fine art reproductions with an international focus	$15,000	$0	$0	$15,000

Richland School District Two IB Continuum

E. L. Wright Middle School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Classroom print resources - fiction and nonfiction	To expand the classroom's international titles - class sets (2,400 x $25 = $60,000)	$20,000	$20,000	$20,000	$60,000
Media Center print resources - fiction and nonfiction	To expand the library's international titles - for check out (1,800 x $25 = $45,000)	$15,000	$15,000	$15,000	$45,000
Textbook Ancillary	To provide additional practice with curricular information	$1,400	$1,400	$1,400	$4,200
International Books/magazines	To provide print material in a foreign language for student exposure (est. $150 x 5 magazines =$750 each year)	$750	$750	$750	$2,250
Mail allowance	To exchange communication with embassies of foreign countries	$750	$750	$750	$2,250
Interactive Maps	To view the world globally (24 language arts and social studies teachers x $600 = $14,400)	$14,400	$0	$0	$14,400
International videos	To be viewed as students research other countries and engage in cultural studies (est. $50 x 40 videos = $2,000)	$1,500	$500	$0	$2,000
Materials and Supplies Subtotal	**yearly and grand totals**	**$514,337**	**$131,535**	**$126,535**	**$772,407**
6. Consultants & Contracts					
MYP Candidate	Annual candidate fee as necessary by the IB Programme	$9,000	$10,000	$11,000	$30,000
Professional Development	To provide training in the MYP program as continued professional development	$26,568	$15,000	$15,000	$56,568
Entrance Fees to International Exhibitions	To expose students annually to international exhibitions and performers at the local art museum, Charleston's Spoleto, Blumenthal Performing Arts, the Peace Center (est. 800 students x $10 = $8,000)	$8,000	$8,000	$8,000	$24,000
School Lobby	To enhance lobby to present an international focus for the school	$0	$9,000	$9,000	$18,000
Marquee	To increase marketing of school-wide magnet to be erected at a highly visible location in the front of the school.	$20,000	$0	$0	$20,000

Richland School District Two IB Continuum

E. L. Wright Middle School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Muralist	To create an international theme to "scream the theme" of the IB Programme.	$11,250	$11,250	$11,250	$33,750
Multi-source databases	To enhance library's international focus and assist with student research.	$8,000	$8,000	$8,000	$24,000
Guest artists-in-residence	To enhance international baccalaureate curriculum by bringing in diverse artists to share techniques with students	$9,000	$9,000	$9,000	$27,000
Language Software site license	To enhance foreign language skills by purchasing related software	$18,000	$0	$0	$18,000
Consultants & Contracts subtotal	**yearly and grand totals**	**$109,818**	**$70,250**	**$71,250**	**$251,318**
7. Construction					
	Construction expenses were requested or budgeted.	$0	$0	$0	$0
Construction subtotal	**yearly and grand totals**	**$0**	**$0**	**$0**	**$0**
8. Other		$0	$0	$0	$0
	No other expenses noted.				
Other Subtotal	**yearly and grand totals**	**$0**	**$0**	**$0**	**$0**
9. Total Direct Costs		**$688,585**	**$404,736**	**$405,594**	**$1,498,915**
10. Total Indirect Costs	Richland School District Two has a 6.76% indirect cost rate agreement with the SC Department of Education. This charge includes only those indirect costs allowable.	$46,442	$27,360	$27,418	$101,221
12.. TOTAL REQUESTED	**E. L. Wright Middle School**	**$735,028**	**$432,096**	**$433,012**	**$1,600,136**
3 year project total for E. L. Wright Middle School					**$1,600,136**

Richland School District Two IB Continuum

Richland Northeast High School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Salary estimates are based on the Richland School District Two salary schedules with cost of living increases estimated for each year at 5%. The salary will vary according to the qualifications of the individual.					
1. Salaries and Wages					
School Facilitator	The school facilitator's salary is calculated as a 215-day position, based on the district's Teacher Salary Schedule for this individual of a master's degree + eleven years of experience at $49,217.	$49,217	$51,678	$54,262	$155,157
Professional Development Training	IB Category One training (on-site) est. at 2 days x $125 x 128 staff (63 MYP teachers and 65 DP teachers= $32,000)	$32,000	$0	$0	$32,000
Professional Development Training	IB Category Two summer training (40 teachers) 40 x $125/teacher x 5 days = $25,000 Yr 2 and 3 (10 teachers x $125 x 5 days =$6,250)	$25,000	$6,250	$6,250	$37,500
T1 training for Math and Science Teachers	In yr 1, math and science teachers will be trained. (10 teachers x $125 = $1,250)	$1,250	$0	$0	$1,250
Professional Development Training	IB Category Three summer training in Yr 2 and 3 (10 teachers x $125/teacher x 5 days = $6250)	$0	$6,250	$6,250	$12,500
Salaries and Wages Subtotal	**yearly and grand totals**	**$107,467**	**$64,178**	**$66,762**	**$238,407**
2. Employee Benefits					
SSI/Medicaid Fringe Benefits	FICA is calculated at 7.65% of the total salaries. (yr 1 = $107,407 x 7.65% = $8,221)	$8,221	$4,910	$5,107	$18,238
SC Retirement System and Death Benefits	By law, the State Retirement and Death Benefits are calculated at 12.89%. ($107,467 x 12.89% = $13,852)	$13,852	$8,273	$8,606	$30,731

Richland School District Two IB Continuum

Richland Northeast High School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Health, Dental, & Life Insurance Benefits	This insurance is calculated at $7,415 per year per employee. Only one employee is requested with a 5% increase in yr. 2 and 3.	$7,415	$7,786	$8,176	$23,377
Worker's Compensation Benefits	These benefits are calculated at $70 per employee per year. Only one employee is requested with a 5% increase in yr. 2 and 3.	$70	$74	$78	$221
Unemployment Insurance	These benefits are calculated at $40 per employee per year. Only one employee is requested with a 5% increase in yr. 2 and year 3.	$40	$42	$44	$126
Subtotal Benefits	**yearly and grand totals**	**$29,599**	**$21,083**	**$22,011**	**$72,693**
3. Travel					
Private Vehicle	School Facilitator will travel for facilitator meetings, teacher observations, partnership recruitment, and other project-related travel. Est. 200 miles/mo. @ $.585 per mile x 10 = $1,170.	$1,170	$1,170	$1,170	$3,510
International Baccalaureate National Conference	The principal, school facilitator, and four teachers will attend the International Baccalaureate national conference annually. Airfare $550 + hotel (4 nights x $150/night) $600 + Per Diem ($50 x 4) $200 + $350 conference registration = $1,700 x 6 = $10,200	$10,200	$10,200	$10,200	$30,600
International Baccalaureate Training Workshops	Teacher travel to regional workshop that includes hotel, flight, per diem, and related travel expenses. est. at $2,000/teacher x 40 teachers = $80,000 (with 10 newly hired teachers trained in Yr 2 and Yr 3 x $2,000/teacher = $20,000).	$80,000	$20,000	$20,000	$120,000
Subtotal Travel	**yearly and grand totals**	**$91,370**	**$31,370**	**$31,370**	**$154,110**
4. Equipment					
	not applicable	0	0	0	0
Equipment Subtotal	**yearly and grand totals**	**$0**	**$0**	**$0**	**$0**

Richland School District Two IB Continuum

Richland Northeast High School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
5. Materials and Supplies					
Computers	To allow students to conduct research in DP courses (124 x $900 + $400 maintenace = $112,000)	$72,000	$36,000	$4,000	$112,000
Dance Studio Recording equipment	Digital voice recorder, cameras, and tripods for capturing dance performances	$2,430	$0	$0	$2,430
Visual Arts supplies	To expand visual arts, cameras, cases, batteries, diffusers, and external storage of artwork.	$14,100	$0	$0	$14,100
Elmo	To facilitate student learning	$350	$0	$0	$350
Built-in Flat File storage	To provide storage of student art work	$1,000	$0	$0	$1,000
Administrative net book	To provide a net book for school facilitator est. at $900	$900	$0	$0	$900
Administrative Supplies	Binder notebooks, flash drives, ink cartridges for printers and fax machine, pens, pencils, adhesive notes, file folders, legal pads, paper clips, and other general office supplies	$4,500	$4,500	$4,500	$13,500
School supplies	To purchase promotional school items which highlights the new theme based magnet (pencils, pencil pouches, mouse pads, etc.)	$5,000	$5,000	$5,000	$15,000
Magnet Recruitment Fair	To allow the school to participate in the fair--includes magnet banner, tabletop display, give-a-ways with magnet promotional materials	$5,000	$5,000	$5,000	$15,000
International Fair Materials	To host the school-wide international fair that focuses on cultures around the world	$5,000	$7,500	$7,500	$20,000
Curricula materials	To provide specialized curricula materials as necessary in implementing the MYP and DP Program at $2,000/teacher x 128 teachers = $256,000	$100,000	$100,000	$56,000	$256,000
Greatest Generation Digital Media Studio	To provide expansion of this program (microphones, external drives, software, etc.)	$12,000	$3,000	$3,000	$18,000

Richland School District Two IB Continuum

Richland Northeast High School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Media Center Literacy/Research Materials	To provide multi-source databases, e-book subscriptions, international newspapers, and other related literacy.	33,000	35,000	35,000	103,000
Model UN Library	To receive printed United Nations reports and general UN materials	4,500	3,000	3,000	10,500
Convergence Media	To expand this program(microphones, tripods, digital cameras, Yr 2 and Yr 3 are maintenance)	$12,125	$2,000	$2,000	$16,125
Video conferencing system	To be used with computers to communicate with international schools to promote international dialogue, diverse perspectives, civic engagement, and global competency amongst their peers.	$22,000	$0	$0	$22,000
Model UN meetings	To support the Model UN continuum where high school students will mentor middle school students	$2,500	$2,500	$2,500	$7,500
IB Biology	To purchase lab equipment necessary for offering of IB course (spectrophotometer, gas sensors, pH sensors, spriometers, etc.)	$46,816	$0	$0	$46,816
IB Chemistry	To purchase lab equipment necessary for offering of IB course (balances, hot plates, incubators, water baths, autoclave, etc.)	$74,177	$0	$0	$74,177
IB Physics	To purchase lab equipment necessary for offering of IB course (spark, dynamic track optic kits, accelerometer, etc.)	$19,856	$0	$0	$19,856
TI Inspire Calculators	To provide graphing calculators for DP students - 50 students x $124 = $6,200	$6,200	$6,200	$6,200	$18,600
Wireless T1 Navigators	To provide TI Navigator calculators in classroom (5 x $2,475 = $12,375)	$12,375	$0	$0	$12,375
Dance Department Costume Supplies	To provide general costume supplies include fabrics, trims and embellishments used to create costumes and headpieces specific to various cultural dances.	$1,000	$1,000	$1,000	$3,000
Dance Department	To provide general media supplies include blank CDRs and DVDRs, memory cards, batteries and power adapters for use with productions	$250	$250	$250	$750
Copper Etching supplies	To allow mixed media artwork - non-Western techniques	$1,200	$1,200	$1,200	$3,600

Richland School District Two IB Continuum

Richland Northeast High School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Raku Kiln	To provide kiln for instruction in diverse 3-D technique from Japan	$3,000	$0	$0	$3,000
Art Software	To enhance art department's technological capability.	$12,200	$12,200	$12,200	$36,600
906 Printing Press	To assist Visual Arts Dept. by providing a diverse range of art making methods	$752	$0	$0	$752
Amaco WARM Glass Kiln	To provide for a kiln for glass making	$2,500	$0	$0	$2,500
Epson Stylus Pro 4880	For large format graphic printing throughout arts departments	$6,000	$0	$0	$6,000
Encaustic Materials	To provide wax, oil paints, and wood panels for visual art students	$500	$500	$500	$1,500
International Art collection	To add to school's permanent collection of artwork by international artists	$1,000	$1,000	$1,000	$3,000
International art gallery	To enhance IB program's main office display with 3-D display cases	$6,000	$0	$0	$6,000
2-D Art display gallery	For use in display of student art work	$1,000	$1,000	$1,000	$3,000
Large scale matte and paper cutter	To provide presentation and cutting of art work	$4,000	$0	$0	$4,000
Husky Activity Table 24x60	To assist with sculpture process	$1,131	$0	$0	$1,131
Amaco Wire 4-Shelf Starter Unit	To provide sculpture storage	$410	$0	$0	$410
Cooper etching supplies	To provide copper metal, magnetic stirrers, plexiglass, PNP Blue	$800	$0	$0	$800
Raku glazes	To allow Raku firing	$150	$0	$0	$150
Wacom Tablets	To provide input stylus and tablet for digital painting	$1,800	$0	$0	$1,800
Visual Arts Field monitors	To allow for location filming	$500	$0	$0	$500

Richland School District Two IB Continuum

Richland Northeast High School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Foreign Language IB Curricula	To expand lab as needed to offer IB program (reading and writing guides in German, French, Spanish, Latin, DVD with lesson plans, Scholastic Magazine, and related curricula aids)	$14,900	$14,900	$14,900	$44,700
Auditorium upgrade	To enhance IB arts and theater productions	$12,800	$12,800	$12,800	$38,400
Individual Bob Kelly Make-up kits	To learn the art of makeup and to explore makeup representing different periods, cultures and styles of theatre	$800	$800	$800	$2,400
Royalty/Production costs	To provide dramatizations that address and embrace cultural differences	$2,100	$2,100	$2,100	$6,300
Production costs of Noh play	To provide materials for the Noh guest artist	$0	$0	$5,000	$5,000
Portable Costume Racks	To properly store theatre costumes	$380	$0	$0	$380
Materials and Supplies Subtotal	**yearly and grand totals**	**$531,002**	**$257,450**	**$186,450**	**$974,902**
6. Consultants & Contracts					
Diploma Programme Candidate	To provide annual candidate fee as necessary by the IB Programme	$9,000	$10,000	$11,000	$30,000
IB Category One Training	To provide training in the MYP and DP programs for 128 staff	$47,232	$0	$0	$47,232
IB Category Two Training	To provide training on the MYP and DP, IB estimates $700/teachers x 40 teachers = $28,000 (Yr 2 will train 10 teachers x $700=$7,000) and (Yr. 3 will train 10 teachers x $700 = $7,000)	$28,000	$7,000	$7,000	$42,000
IB Category Three Training	To provide training on the MYP and DP, IB estimates $700/teachers x 10 teachers = $14,000	$0	$7,000	$7,000	$14,000
Training for TI Calculators	To offer onsite training for math department and some science department members - $875/day x 4 days = $3,500	$3,500	$0	$0	$3,500

Richland School District Two IB Continuum

Richland Northeast High School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
News Studio	To install updated equipment to expand multicultural activities	$2,400	$0	$0	$2,400
Theme Implementation	To create a theme-based implementation plan for the IB Programme to "scream the theme" for the school-wide magnet program	$9,000	$4,500	$5,000	$18,500
International Baccaleaurate Diploma Programme	For payment of subject-specific assessments (yr 2: 150 tests x $95/test =$14,250) (Yr. 3: 150 tests for jrs. and 200 tests for sr. = 350 tests x $95 = $33,250)	$0	$14,250	$33,250	$47,500
Diploma Programme Student Registration	To provide student registration fees, est. at $135/student/year x 50 students = $6,750 Yr. 3 includes 100 students x $135 = $13,500.	$0	$6,750	$13,500	$20,250
IB Test mailing fees	Mailing of DP tests, papers, CDs, etc.	$0	$8,000	$15,000	$23,000
Non-Diploma Programme Student Testing	To fund students who are only taking tests. Registration fee of $135 + $95 testing fee x 30 students = $6,900	$0	$6,900	$6,900	$13,800
Choreographer/professional dancer	To work with students in Master Dance Class on character dance of various cultures.	$1,500	$1,500	$1,500	$4,500
Visual Arts Dept. Guest Artists	To enhance art-making lessons and expand content knowledge	$1,500	$1,500	$1,500	$4,500
Band Dept. guest artists	To represent different culutres and styles of music	$1,000	$1,000	$1,000	$3,000
Theatre guest artists	To represent different culutres and styles of theatre	$1,000	$1,000	$1,000	$3,000
Choral guest artists	To represent different culutres and styles of music	$1,000	$1,000	$1,000	$3,000
Strings Dept. guest artists	To represent different cultures and styles of music in strings	$1,000	$1,000	$1,000	$3,000
Strings Dept.guest accompaniment	To provide accompaniment for a variety of student performances	$1,000	$1,000	$1,000	$3,000
Theatre Dept. Guest Musical Director	To teach and direct two musicals each year	$1,000	$1,000	$1,000	$3,000
Noh Theatre Guest artist	To teach students the principles of movement pertinent to Noh Theatre	$0	$0	$1,000	$1,000

Richland School District Two IB Continuum

Richland Northeast High School

Category	Explanation	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Totals
Literary Arts Guest Lecturer	To teach students the various genres of writing.	$1,000	$1,000	$1,000	$3,000
Theatre department choreographer	To teach and choreograph two musicals	$0	$1,000	$1,000	$2,000
Consultants & Contracts subtotal	**yearly and grand totals**	**$109,132**	**$75,400**	**$110,650**	**$295,182**
7. Construction					
	No construction expenses noted.	**$0**	**$0**	**$0**	**$0**
Construction subtotal	**yearly and grand totals**	**$0**	**$0**	**$0**	**$0**
8. Other					
	No other expenses noted.	$0	$0	$0	
Other Subtotal	**yearly and grand totals**	**$0**	**$0**	**$0**	**$0**
9. Total Direct Costs		**$868,570**	**$449,481**	**$417,242**	**$1,735,293**
10. Total Indirect Costs	Richland School District Two has a 6.76% indirect cost rate agreement with the SC Department of Education. This charge includes only those indirect costs allowable.	$57,010	$30,385	$27,648	$115,042
12. TOTAL REQUESTED	**Richland Northeast High School**	**$925,579**	**$479,866**	**$444,890**	**$1,850,336**
3 year project total for Richland Northeast High School					**$1,850,336**