2019-2020 Teacher Induction and Retention Program
## Teacher Induction and Retention Program

Welcome
Agenda: July 24, 2019
Sessions: July 24, 2019
District Institute and School Orientation
What Beginning Teachers Need to Know
Teacher Induction and Retention Program Requirements
Teacher Induction Retention Program Monthly Sessions By Certification Area
  - Career and Technical Education (CTE) (7-12)
  - Early Childhood Education (PK-2)
  - Elementary Education (3-5)
  - ESOL (K-12)
  - Health and PE (K-12)
  - Library Media Specialists (K-12)
  - School Counselors (K-12)
  - Secondary Education (6-12)
  - Special Services (K-12)
  - Speech (K-12)
  - Visual and Performing Arts
  - World Languages
Professional Learning Management System
Contract Levels
Formative Feedback Form
District Assigned Assistance Team
Celebrate and Evaluate
Article 5: Employment and Dismissal
ADEPT Regulations
Staff Concerns/Complaints/Grievances
Employment Complaint Form
Dear Colleagues,

Welcome to Richland School District One and welcome to the Teacher Induction and Retention Program (TIRP)! It is an honor to have you work with us in Richland One. We are hopeful that you will find the TIRP and the services offered by our district useful as you transition to our district.

Our district’s mission: “prepare every student to be a successful, contributing citizen in a global society by providing an effective and high-quality education” drives us to excel to new levels of success. To achieve this mission, we must continue working toward our goal of improving student achievement centered on our district’s Framework for Success. To reach this goal, we will create blended learning environments which are responsive to the growing and ever-changing needs of our students. The TIRP is designed to provide you with information, strategies, and tools which will be helpful to you as you strive to meet the needs of our students.

As a new teacher in the district, we are extremely interested in your professional learning as an educator. Our work in providing ongoing service and support to you will be based upon objectives of the district’s strategic plan in efficacy, diversity, curriculum, and skillful teaching. This focus, combined with a consistency of effort, will allow us to work with you to have success as a first-year teacher. Our vision is to assist you in creating the best learning environments for our students.

We look forward to working with each of you as participants in the TIRP. Please know that we thank you for what you’ve done, what you’re doing, and for what you will continue to do for the children of Richland County School District One. Have a wonderful year!

Please do not hesitated to let us know how we can be of assistance.

Candice L. Coppock, EdD.
Director
Office of Instructional Services
AGENDA: JULY 24, 2019

Induction Contract Level Teachers Only
(This Includes Library Media Specialists, School Counselors, and Speech Personnel.)

7:45 am – 8:30 am Registration Lobby

8:30 am – 9:40 am Induction Program Overview Keenan Auditorium
Mr. Daniel Oddo, Coordinator of Performance Evaluation Services
Dr. Remona Jenkins, District Coach for Teacher Induction

9:40 am – 9:55 am Break Keenan Auditorium

9:55 am – 10:25 am Induction Q & A Keenan Auditorium
Mr. Daniel Oddo, Coordinator of Performance Evaluation Services
Dr. Remona Jenkins, District Coach for Teacher Induction

10:25 am – 11:20 am Human Resources Keenan Auditorium
Dr. Jeffrey Long, Chief of Human Resources

11:20 am – 11:50 am Mastery Connect Keenan Auditorium
Ms. Cerissa Allen, Coordinator AARE

12:00 pm – 1:00 pm Lunch Keenan Gymnasium

1:05 pm – 3:10 pm Concurrent Sessions Lecture Hall E104

3:15 pm – 3:30 pm Concluding Remarks Keenan Auditorium
Dr. Remona Jenkins, District Coach for Teacher Induction
TallTal’s Toolbox: Energy, Music, and Passion
Want to see instant transformation in your classroom? Want to be a part of an engaging school environment? Outside of school, students have incredibly stimulating and engaging lives. Teachers must stay tuned into kids to connect with them and create learning spaces which engage, educate, and excite! Participants will explore proven methods to keep students engaged and excited about learning.

Mentoring Minds: Behavior Management Strategies
Looking for strategies to add to your management toolbox? Participants in this session will explore strategies that can be used to create a disciplined environment that fosters effective learning and helps students take responsibility for changing their behaviors.
Richland County School District One will offer a three-day institute for beginning educators to the District. The three-day event will be held from Monday, July 22, 2019 – Wednesday, July 24, 2019 at W.J. Keenan High School.

Beginning educators hired after the summer induction institute must attend a make-up session. The two make-up sessions have been scheduled for Monday, September 9, 2019 from 4:00 pm – 6:30 pm and Saturday, October 12, 2019 from 9:00 am – 12:00 pm. Those who missed the summer institute are to email Dr. Remona Jenkins at remona.Jenkins@richlandone.org to sign up for a make-up session.

School orientations are to be provided by individual schools.

One of the most difficult things about starting a new job is learning where to go for information and resources, who to ask for help, and what to do once you get there. Being a new educator is no different. Although new educators have been prepared in theory and content, they often find themselves facing a complex system of personalities, policies, and understood rules for which no teacher education program could prepare them.

According to the South Carolina Induction and Mentoring Guidelines under the ADEPT Regulation, building administrators are required to conduct a school orientation to help new educators navigate their respective school communities.
What Beginning Educators Should Know About Their First Year in Richland County School District One  
(Frequently Asked Questions)

**How does Richland County School District One support beginning educators?**
The intent of an educator induction program is to provide a systematic structure of support for all beginning educators. The induction program is designed to help new educators improve practice by analyzing and reflecting on professional performance, develop professional responsibilities, and ultimately positively affect student learning in the classroom. In addition to providing support to beginning educators, an induction program allows veteran educators to reflect upon practice and unite the learning community as each individual works toward the same goal—improving the quality of education. An induction program can help new educators find themselves in an environment that cultivates continual growth and success.

The South Carolina Regulation for Assisting, Developing, and Evaluating Professional Teaching/ADEPT [R 43-205.1] requires districts to provide a system of support for beginning educators in the form of an induction program (Appendix B).

To meet this regulation, Richland County School District One offers the Induction Teacher Retention Program (ITRP). Richland County School District One’s ITRP includes:
- induction institute;
- mentoring relationships between beginning educators and veteran educators;
- formative feedback aligned with the adept performance standards;
- opportunities for networking with other educators;
- professional growth opportunities for beginning educators;
- mentor training to help develop the skills of the veteran educators serving as mentors; and
- coaching support.

Richland County School District One has implemented the Teacher Induction Retention Program (TIRP) for beginning educators to provide support as they enter their career. Through participation in the induction program and support of school-based and learning community leadership, our goal is to ensure that beginning educators gain accelerated success and effectiveness, as well as greater self-confidence during their first year. The program offers a heightened sense of job satisfaction and allows beginning educators the opportunity to build connections within their schools, their learning communities, and the district as a whole. As a result of TIRP beginning educators will have an enhanced commitment to their students and the profession as they work with colleagues in their school and the district.
TEACHER INDUCTION AND RETENTION PROGRAM REQUIREMENTS

PROGRAM
- The Goal: Beginning educators will gain accelerated success, classroom effectiveness, and self-confidence.
- The Mission: To provide new teachers with everything necessary to become a quality professional and engaging educator.

CRITERIA FOR THE 2019-2020 SCHOOL YEAR

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<th>Requirement</th>
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<td>1. Attend District Orientation</td>
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<td>2. Attend School Orientation</td>
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<td>3. *Participate in Monthly Face-to-Face Program Sessions</td>
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<td>4. Participate in Formative Feedback Process with Mentor</td>
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<td>5. Participate in the Induction Year Evaluation Process</td>
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<td>6. Complete all other School and District Requirements</td>
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*The TIRP is a requirement for all Induction contract level employees per the State Department of South Carolina. Athletic events, afterschool programs, or other school events do not exempt attendance at each required monthly session. See ADEPT regulations, pages 30-41 for teacher preparation and assistance.
## TEACHER INDUCTION AND RETENTION PROGRAM MONTHLY SESSIONS

### CAREER AND TECHNICAL EDUCATION (CTE) (7-12) MONTHLY SESSIONS

**TIMES: 5:00 pm – 6:30 pm**

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### TEACHER INDUCTION AND RETENTION PROGRAM MONTHLY SESSIONS

#### EARLY CHILDHOOD (PK-2) MONTHLY SESSIONS
**TIMES:** 3:30 pm – 5:00 pm

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<td>22231</td>
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**Rooms for curriculum sessions**
- F14- Science/Social Studies
- F15- Math
- F18- ELA
# Teacher Induction and Retention Program Monthly Sessions

## Elementary Education (3-5) Monthly Sessions

**Times:** 3:30 pm – 5:00 pm

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<th>Location</th>
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**Rooms for curriculum sessions**

- E04- ELA
- E05- Math
- E08- Science
- E09- Social Studies
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<td>3:30 pm – 5:00 pm (K-5 only)</td>
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**ESOL (K-12) MONTHLY SESSIONS**

**TIMES:** 4:00 pm – 5:30 pm
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<td>South Carolina Teaching Standards (4.0 Rubric) and Student Learning Objectives (SLO) 3:30 pm – 5:00 pm (K-5 only) 5:00 pm – 6:30 pm (6-12 only)</td>
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### TEACHER INDUCTION AND RETENTION PROGRAM MONTHLY SESSIONS

**SCHOOL COUNSELORS (K-12) MONTHLY SESSIONS**
**TIMES:** 8:00 am – 9:30 am

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<tr>
<td>September 3, 2019</td>
<td>South Carolina Teaching Standards (4.0 Rubric) and Student Learning Objectives (SLO)</td>
<td>22230</td>
<td>25379</td>
<td>Olympia Learning Center: Auditorium</td>
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<td></td>
<td>5:00 pm – 6:30 pm</td>
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<tr>
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<td>Pedagogy, Instructional Strategies and Delivery, and Effective Learning Environments</td>
<td>22230</td>
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<td>Olympia Learning Center Rooms F14, F15, F18, and F19</td>
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<td>22230</td>
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<td>Pedagogy, Instructional Strategies and Delivery, and Effective Learning Environments</td>
<td>22230</td>
<td>25385</td>
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<td>Curriculum</td>
<td>22239</td>
<td>25437</td>
<td>Olympia Learning Center</td>
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**Rooms for curriculum sessions**
F14- Math  
F15- ELA  
F18- Social Students  
F19- Science
### SPECIAL SERVICES (PK-12) MONTHLY SESSIONS

**TIMES:** 3:30 pm – 5:00 pm (Elementary) and 5:00 pm – 6:30 pm (Secondary)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<td>September 3, 2019</td>
<td>South Carolina Teaching Standards (4.0 Rubric) and Student Learning Objectives (SLO) 3:30 pm – 5:00 pm (PK-5 only) 5:00 pm – 6:30 pm (6-12 only)</td>
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<td>Curriculum</td>
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**Rooms for PK-2 curriculum sessions**
- F14- Science/Social Studies
- F15- Math
- F18- ELA

**Rooms for 3-5 curriculum sessions**
- E04- ELA
- E05- Math
- E08- Science
- E09- Social Studies

**Rooms for 6-12 curriculum sessions**
- F14- Math
- F15- ELA
- F18- Social Students
- F19- Science
<table>
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<tr>
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<td>3:30 pm – 5:00 pm (K-5 only)</td>
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<td>5:00 pm – 6:30 pm (6-12 only)</td>
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<tr>
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<td>Curriculum</td>
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### TEACHER INDUCTION AND RETENTION PROGRAM MONTHLY SESSIONS

#### VISUAL AND PERFORMING ARTS (K-12) MONTHLY SESSIONS
TIMES: 3:30 pm – 5:30 pm (Elementary) and 4:00 pm – 6:00 pm (Secondary)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>COURSE #</th>
<th>SESSION #</th>
<th>LOCATION</th>
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</table>
| September 3, 2019  | South Carolina Teaching Standards (4.0 Rubric) and Student Learning Objectives (SLO)  
3:30 pm – 5:00 pm (K-5 only)  
5:00 pm – 6:30 pm (6-12 only) | 22230    | 25379     | Olympia Learning Center: Auditorium |
| October 1, 2019    | Curriculum                                                           | 22241    | 25452     | Lead Teachers Classrooms            |
| November 5, 2019   | Pedagogy, Instructional Strategies and Delivery, and Effective Learning Environments | 22241    | 25456     | Lead Teachers Classrooms            |
| December 3, 2019   | Curriculum                                                           | 22241    | 25453     | Lead Teachers Classrooms            |
| January 7, 2020    | Pedagogy, Instructional Strategies and Delivery, and Effective Learning Environments | 22241    | 25457     | Lead Teachers Classrooms            |
| February 4, 2020   | Curriculum                                                           | 22241    | 25454     | Lead Teachers Classrooms            |
| March 3, 2020      | Pedagogy, Instructional Strategies and Delivery, and Effective Learning Environments | 22241    | 25458     | Lead Teachers Classrooms            |
| April 7, 2020      | Curriculum                                                           | 22241    | 25455     | Lead Teachers Classrooms            |
## TEACHER INDUCTION AND RETENTION PROGRAM MONTHLY SESSIONS

### WORLD LANGUAGES (K-12) MONTHLY SESSIONS

**TIMES:** 4:00 pm – 5:30 pm

<table>
<thead>
<tr>
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<td>Curriculum</td>
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<td>25465</td>
<td>International Welcome Center</td>
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</table>
Visit our Professional Learning Management System (truenorthlogic) to register for Professional Learning Opportunities.

To access our professional learning management system (truenorthlogic), use the following address: https://richlandone.truenorthlogic.com/U/P/Channel/-/Guest/Login.

Log in using the same network/computer User Name (first name.last name) and Password.

If you are having difficulty logging in, contact Jacquetta Morrison at Jacquetta.morrison@richlandone.org or 803-400-1679.

If you have questions regarding a specific professional learning opportunity, please make direct contact with the department offering the session.
Collaborative Assessment Log

Check all that apply: Observing  Demonstration Lesson  Video taping  Veteran Teacher Observation  Reflecting  Problem Solving
Providing Resources  Development & Review of ILP  Connect to ILP Goals  Other

+ What's Working:

Current Focus - Challenges - Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

NEXT MEETING DATE:  FOCUS:

ADEPT PERFORMANCE STANDARDS (APS)

APS 1: Long-Range Planning
- Includes student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning
- Establishes appropriate standards-based long-range learning and developmental goals for all students
- Identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals
- Develops appropriate procedures for evaluating and recording students' progress and achievement
- Plans appropriate procedures for managing the classroom

APS 2: Short-Range Planning and Instruction
- Develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals
- Develops instructional plans that include appropriate content, strategies, materials, and resources
- Routinely uses student performance data to guide short-range planning of instruction

APS 3: Planning Assessments and Using Data
- Develops and administers a variety of appropriate assessments

- Collects and accurately analyzes student performance data at appropriate intervals
- Uses this information to guide instructional planning

- Uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement

- Enhances student learning by using information from informal and formal assessments to guide instruction

- Enhances student learning by providing appropriate instructional feedback to all students

APS 4: Establishing and Maintaining High Expectations for Learners
- Establishes, communicates, and maintains high expectations for student achievement
- Establishes, communicates, and maintains high expectations for student behavior and participation
- Develops students' sense of responsibility for their own participation and learning

APS 5: Using Instructional Strategies to Facilitate Learning
- Uses appropriate instructional strategies
- Uses a variety of instructional strategies
- Uses instructional strategies effectively

APS 6: Providing Content for Learners
- Demonstrates a thorough understanding of the subject matter
- Provides appropriate content
- Structures the content to promote meaningful learning

APS 7: Monitoring, Assessing, and Enhancing Learning
- Monitors student learning during instruction by using a variety of informal and formal assessment strategies
- Enhances student learning by using information from informal and formal assessments to guide instruction

APS 8: Maintaining an Environment that Promotes Learning
- Creates and maintains a physical environment that provides a safe place that is conducive to learning
- Creates and maintains a positive classroom climate
- Creates and maintains a classroom culture of learning

APS 9: Managing the Classroom
- Manages student behavior appropriately
- Makes maximal use of instructional time
- Manages essential non-instructional routines efficiently

APS 10: Fulfilling Professional Responsibilities
- Adapts for the students
- Works to achieve organizational goals in order to make the entire school a positive, productive learning environment for students
- Communicates effectively
- Exhibits professional demeanor and behavior
- Is an active learner

Adapted by CERRA - South Carolina from Foundations in Mentoring, New Teacher Center @ University of California, Santa Cruz.
As part of Richland County School District One compliance with ADEPT Regulation and the Induction and Mentoring Guidelines, this success criterion is aligned with the ADEPT Performance Standards to provide beginning educators with meaningful insight about their planning, instruction, classroom environment, and professionalism.

During the induction contract year, teachers are informally evaluated. Each induction teacher will be assigned a two-member assistance team. During the preliminary/fall evaluation cycle, each assistance team member will conduct at least one observation. Prior to the end of the preliminary/fall evaluation cycle, the assistance team will meet with the induction teacher to provide feedback. During the final/spring evaluation cycle, the members of the induction assistance team will again observe and provide feedback. Additionally, the principal will meet with the induction teacher prior to the end of the final/spring evaluation cycle to provide additional feedback and to give the induction teacher an overall rating (Exceeds Expectations, Competent, Needs Improvement or Unsatisfactory). The principal will also discuss whether the induction teacher will be recommended for employment for the upcoming school year.

Successful completion of this criterion is determined by the assigned Induction Assistance Team.
At the end of the school year, induction educators are expected to attend a year-end session to be held on April 28, 2020 at Olympia Learning Center from 4:00 pm – 6:30 pm. The session will provide information about the contract issuance process and formal evaluation process for annual contract teachers, a review of SC Certification requirements as well as other relevant information the induction educator needs in preparation for their second year of teaching.

Participants are required to register for the session in truenorthlogic.
Course # 22230
Session # 25474
SECTION 59-26-40. Induction, annual and continuing contracts; evaluations; termination of employment for annual contract teacher; hearing.

(A) A person who receives a teaching certificate as provided in Section 59-26-30 may be employed by a school district under a nonrenewable induction contract. School districts shall comply with procedures and requirements promulgated by the State Board of Education relating to aid, supervision, and evaluation of persons teaching under an induction contract. Teachers working under an induction contract must be paid at least the beginning salary on the state minimum salary schedule.

(B) Each school district shall provide teachers employed under induction contracts with a formalized induction program developed or adopted in accordance with State Board of Education regulations.

(C) At the end of each year of the three-year induction period, the district may employ the teacher under another induction contract, an annual contract, or may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the induction contract level. At the end of the three-year induction contract period, a teacher shall become eligible for employment at the annual contract level. At the discretion of the local school district in which the induction teacher was employed, the district may employ the teacher under an annual contract or the district may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. A person must not be employed as an induction teacher for more than three years. This subsection does not preclude his employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education. During the induction contract period, the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply.

(D) Annual contract teachers must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with State Board of Education regulations. Teachers employed under an annual contract also must complete an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Teachers must not be employed under an annual contract for more than four years, in accordance with State Board of Education regulations.

(E) During the first annual contract year, at the discretion of the school district in which the teacher is employed, the annual contract teacher either must complete the formal evaluation process or be provided diagnostic assistance. During subsequent annual contract years, teachers must be evaluated or assisted in accordance with State Board of Education regulations. Teachers are eligible to receive diagnostic assistance during only one annual contract year.
(F) Once an annual contract teacher has successfully completed the formal evaluation process, met the criteria set by the local board of trustees, and satisfied requirements established by the State Board of Education for the professional teaching certificate, the teacher becomes eligible for employment at the continuing contract level. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under a continuing contract or terminate the teacher’s employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing contract level. An annual contract teacher who has completed successfully the evaluation process and met the criteria set by the local board of trustees, but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate, is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal, at the discretion of the local school district. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under an annual contract or terminate the teacher’s employment.

If employment is terminated, the teacher may seek employment in another school district at the annual contract level. If at the end of an annual contract year a teacher did not complete successfully the formal evaluation process or if it is the opinion of the school district that the teacher’s performance was not sufficiently high based on criteria established by the local board of trustees, the teacher is eligible for employment under a subsequent annual contract. Formal evaluation or assistance must be provided consistent with State Board of Education regulations. At the discretion of the school district, the district may employ the teacher under a subsequent annual contract or terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level.

(G) An annual contract teacher who has not completed successfully the formal evaluation process or the professional growth plan for the second time must not be employed as a classroom teacher in a public school in this State for a minimum of two years. Before reentry as an annual contract teacher, he must complete a state-approved remediation plan in areas of identified deficiencies. Upon completion of this requirement, the teacher is eligible for employment under an annual contract for one additional year to continue toward the next contract level. The provisions of this subsection granting an opportunity for reentry into the profession are available to a teacher only once. This subsection does not preclude the teacher’s employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education.
(H) During the annual contract period, the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply. Teachers working under a one-year annual contract who are not recommended for reemployment at the end of the year, within fifteen days after receipt of notice of the recommendation, may request an informal hearing before the district superintendent. The superintendent shall schedule the hearing not sooner than seven and not later than thirty working days after he receives a request from the teacher for a hearing. At the hearing, the evidence must be reviewed by the superintendent. The teacher may provide information, testimony, or witnesses that the teacher considers necessary. The decision by the superintendent must be given in writing within twenty days of the hearing. The teacher may appeal the superintendent’s decision to the school district board of trustees.

An appeal must include:
(1) a brief statement of the questions to be presented to the board; and

(2) a brief statement in which the teacher states his belief about how the superintendent erred in his judgment.

Failure to file an appeal with the board within ten days of the receipt of the superintendent’s decision causes the decision of the superintendent to become the final judgment in the matter. The board of trustees shall review the materials presented at the earlier hearing, and after examining these materials, the board may or may not grant the request for a board hearing of the matter. Written notice of the board’s decision on whether or not to grant the request must be rendered within thirty-five calendar days of the receipt of the request. If the board determines that a hearing by the board is warranted, the teacher must be given written notice of the time and place of the hearing which must be set not sooner than seven and not later than fifteen days from the time of the board’s determination to hear the matter. The decision of the board is final.

(I) A person who receives a conditional teaching certificate as provided in Section 59-26-30 may be employed by a school district under an induction contract or an annual contract in accordance with the provisions of this section. The holder of a conditional teaching certificate must be employed to teach at least a majority of his instructional time in the subject area for which he has received conditional certification.
(J) After successfully completing an induction contract period, not to exceed three years, and an annual contract period, a teacher shall become eligible for employment at the continuing contract level. This contract status is transferable to any district in this State. A continuing contract teacher shall have full procedural rights that currently exist under law relating to employment and dismissal. A teacher employed under a continuing contract must be evaluated on a continuous basis. At the discretion of the local district and based on an individual teacher’s needs and past performance, the evaluation may be formal or informal. Formal evaluations must be conducted with a process developed or adopted by the local district in accordance with State Board of Education regulations. The formal process also must include an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Informal evaluations which should be conducted for accomplished teachers who have consistently performed at levels required by state standards, must be conducted with a goals-based process in accordance with State Board of Education regulations. The professional development goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans.

(K) If a person has completed an approved teacher training program at a college or university outside this State, has met the requirements for certification in this State, and has less than one year of teaching experience, he may be employed by a school district under an induction contract. If he has one or more years of teaching experience, he may be employed by a district under an annual contract.

(L) A teacher certified under the career and technology education work-based certification process is exempt from the provisions of the South Carolina Education Improvement Act of 1984 which require the completion of scholastic requirements for teaching at an approved college or university. After completing the induction contract period, not to exceed three years, the teacher may be employed for a maximum of four years under an annual contract to establish his eligibility for employment as a continuing contract teacher. Before being eligible for a continuing contract, a teacher shall pass a basic skills examination developed in accordance with Section 59-26-30, a state approved skill assessment in his area, and performance evaluations as required for teachers who are employed under annual contracts. Certification renewal requirements for teachers are those promulgated by the State Board of Education. (M) Before the initial employment of a teacher, the local school district shall request a criminal record history from the South Carolina Law Enforcement Division for past convictions of a crime.
(M) Before the initial employment of a teacher, the local school district shall request a criminal record history from the South Carolina Law Enforcement Division for past convictions of a crime.

(N) The State Department of Education shall ensure that colleges, universities, school districts, and schools comply with the provisions established in this chapter.
Title of Regulation: Assisting, Developing, and Evaluating Professional Teaching (ADEPT)
Regulation NO: R 43-205.1
Effective Date: 6/28/2013
Constitutional and Statutory Provisions:
Section 59-26-10. et seq.(2004) Training, Certification and Evaluation of Public Educators

S.C. Code Ann. Section(s)
Descriptor Code: GBBA

43-205.1 Assisting, Developing, and Evaluating Professional Teaching (ADEPT)
I. State Standards for Professional Teaching
Teacher preparation programs and school districts must address, but are not limited to, the performance standards for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), as specified in the State Board of Education's ADEPT implementation guidelines.

II. Teacher Candidates
A. All teacher education programs must adhere to State Board of Education regulations governing the preparation and evaluation of teacher candidates.
B. Each teacher education program must develop and implement a plan for preparing, evaluating, and assisting prospective teachers relative to the ADEPT performance standards in accordance with the State Board of Education's ADEPT implementation guidelines. ADEPT plans must be approved by the State Board of Education prior to implementation.
C. By July 1 of each year, teacher education programs must submit assurances to the South Carolina Department of Education (SCDE) that they are complying with the State Board of Education’s ADEPT implementation guidelines. Proposed amendments to previously approved ADEPT plans must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.
D. Teacher education programs must submit information on their teacher candidates, as requested annually by the SCDE.
E. The SCDE will provide teacher education programs with ongoing technical assistance such as training, consultation, and advisement, upon request.
III. Induction-Contract Teachers

A. Teachers who possess a valid South Carolina pre-professional teaching certificate, as defined by the State Board of Education, may be employed under an induction contract for up to, but not to exceed, three years. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under induction contracts.

B. Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout each induction year. District induction plans must comply with the State Board of Education’s guidelines for assisting induction-contract teachers and must be approved by the State Board of Education prior to implementation.

C. On or before the date that the district extends offers of teaching employment for the following school year, teachers employed under induction contracts are to be notified in writing concerning their employment status. Teachers who complete an induction-contract year may, at the discretion of the school district, be employed under another induction-contract or an annual contract, or they may be released from employment. Teachers who are released may seek employment in another school district at the induction-contract level. The maximum induction period for a teacher is three years, regardless of the district in which the teacher is employed. A teacher who is completing a third year of induction is eligible for employment at the annual-contract level.

D. School districts must submit information on all teachers employed under induction contracts, as requested annually by the SCDE. Available flow-through funds to school districts will be provided on a first-year induction teacher basis.

E. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education’s ADEPT implementation guidelines for assisting induction-contract teachers. A copy of the district’s proposed induction timeline must accompany the assurances. Proposed amendments to the district’s previously approved induction plan must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

D. By June 20 of each year, school districts must submit end-of-year information on teachers employed under induction contracts and on the employment contract decisions made for the following year, as requested by the SCDE.

E. The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.
IV. Annual-Contract Teachers

A. Teachers who have satisfied their induction requirements may be employed under an annual contract. Full procedural rights under the employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under annual contracts. However, annual-contract teachers do have the right to an informal hearing before the district superintendent, under the provisions of S.C. Code Ann. Section 59-26-40 (Supp. 2012).

B. Teachers employed under an annual contract must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with the State Board of Education’s ADEPT implementation guidelines. These procedures must include the development, implementation, and evaluation of an individualized professional growth plan for each teacher.

C. Teachers must not be employed under an annual contract for more than four years.

D. During the first annual-contract year, the annual-contract teacher must, at the discretion of the school district, either undergo a formal performance evaluation or be provided with diagnostic assistance. The term “formal performance evaluation” is defined as a summative evaluation of teaching performance relative to the state standards and evaluation processes, as specified in the State Board of Education’s ADEPT implementation guidelines. All formal evaluation processes must meet the general technical criteria of validity, reliability, maximum freedom from bias, and documentation. The term “diagnostic assistance” is defined as an optional process for providing individualized support to teachers who have demonstrated potential but who are not yet ready to successfully complete a formal performance evaluation.

1. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate is eligible for employment at the continuing-contract level. At its discretion, the district may either employ the teacher under a continuing contract or terminate the teacher’s employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing-contract level.
ADEPT REGULATIONS

2. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education and the requirements set by the local board of trustees but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal (i.e., goals-based), at the discretion of the local school district. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher’s employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

3. An annual-contract teacher who for the first time fails to meet the formal evaluation criteria set by the State Board of Education or who fails to meet the requirements set by the local board of trustees is eligible for employment under a subsequent annual contract. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher’s employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

4. An annual-contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria set by the State Board of Education and/or the requirements set by the local board of trustees is eligible for a diagnostic-assistance year at the annual-contract level. This diagnostic-assistance year must be provided, if needed, at the discretion of the employing school district, either during the teacher’s first annual-contract year or during the annual-contract year following the teacher’s first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic-assistance year. At the end of the diagnostic assistance year, the district may either employ the teacher under an annual contract or terminate the teacher’s employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level. A diagnostic-assistance year must be followed by formal (summative) evaluation at the annual-contract level during the teacher’s next year of teaching employment.

5. An annual-contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria set by the State Board of Education and/or the requirements set by the local board of trustees is eligible for a diagnostic-assistance year at the annual-contract level. This diagnostic-assistance year must be provided, if needed, at the discretion of the employing school district, either during the teacher’s first annual-contract year or during the annual-contract year following the teacher’s first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic-assistance year. At the end of the diagnostic assistance year, the district may either employ the teacher under an annual contract or terminate the teacher’s employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level. A diagnostic-assistance year must be followed by formal (summative) evaluation at the annual-contract level during the teacher’s next year of teaching employment.
6. An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education’s ADEPT implementation guidelines.

- Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SCDE, the teacher’s certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

E. Each school district must develop a plan to evaluate and provide diagnostic assistance to teachers at the annual-contract level, in accordance with the State Board of Education’s ADEPT implementation guidelines. District plans also must include procedures for developing, implementing, and evaluating individualized professional growth plans for annual-contract teachers.

F. School districts must establish criteria or requirements that teachers must meet at the annual-contract level. At a minimum, districts must require annual-contract teachers to meet the ADEPT formal evaluation criteria and all other requirements for the professional teaching certificate, as specified by the State Board of Education, in order to advance to the continuing-contract level.
G. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education’s ADEPT implementation guidelines for evaluating and assisting teachers at the annual-contract level. A copy of the district’s proposed formal evaluation and diagnostic assistance timelines must accompany the assurances. Proposed amendments to the district’s previously approved ADEPT plan for annual-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

H. By June 20 of each year, school districts must submit end-of-year information on teachers employed under annual contracts and on the employment contract decisions made for the following year, as requested by the SCDE.

I. The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.
V. Continuing Contract Teachers

A. Teachers who have met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate are eligible for employment at the continuing-contract level. Teachers employed under continuing contracts have full procedural rights relating to employment and dismissal as provided for in Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws.

B. Teachers employed under continuing contracts must be evaluated on a continuous basis. The evaluation may be formal or informal (i.e., goals-based), at the discretion of the district. Districts must develop policies for recommending continuing-contract teachers for formal evaluation. Continuing-contract teachers who are being recommended for formal evaluation the following school year must be notified in writing on or before the date the school district issues the written offer of employment or reemployment. The written notification must include the reason(s) that a formal evaluation is recommended, as well as a description of the formal evaluation process. Continuing-contract teachers who are new to the district must be advised at the time of their hiring if they are to receive a formal evaluation.

C. Each school district must develop a plan, in accordance with State Board of Education’s ADEPT implementation guidelines, to continuously evaluate teachers who are employed under continuing contracts. At a minimum, district ADEPT plans for continuing-contract teachers must address formal and informal evaluations and individualized professional growth plans.

D. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education’s ADEPT implementation guidelines for continuously evaluating teachers at the continuing-contract level. A copy of the district’s proposed formal and informal evaluation timelines must accompany the assurances. Proposed amendments to the district’s previously approved ADEPT plan for continuing-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

E. By June 20 of each year, school districts must submit end-of-year information on teachers employed under continuing contracts and on the employment decisions made for the following year, as requested by the SCDE.
F. The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

G. By June 20 of each year, school districts must submit end-of-year information on teachers employed under annual contracts and on the employment contract decisions made for the following year, as requested by the SCDE.

H. The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.
VI. Teachers Who Do Not Have Sufficient Opportunity to Complete the ADEPT Process
A. A teacher who is employed under an induction, annual, or continuing contract and who is absent for more than 20 percent of the days in the district’s SBE-approved annual evaluation cycle may, at the recommendation of the district superintendent, have his or her ADEPT results reported to the SCDE as “incomplete.”

B. Teachers whose ADEPT results are reported to the SCDE as “incomplete” are eligible to repeat their contract level during the next year of employment.

VII. Teachers Employed from Out of State
A. Teachers employed from out of state who receive a South Carolina initial teaching certificate based on reciprocity are eligible for employment under an induction contract.

B. Teachers employed from out of state who receive a South Carolina professional teaching certificate based on reciprocity are eligible for employment under an annual contract. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must successfully complete the formal evaluation at the annual-contract level before they are eligible to receive a continuing contract.

C. Teachers who are employed from out of state or from a nonpublic-school setting and who are certified by the National Board for Professional Teaching Standards (NBPTS) are exempted from initial certification requirements and are eligible for continuing contract status (S.C. Code Ann. Section 59-26-85 (Supp. 2012)).
VII. Career and Technology Education Teachers, Candidates Pursuing Alternative Routes to Teacher Certification, and Teachers Employed on a Part-Time Basis
A. Teachers certified under the Career and Technology Education certification process must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

B. Candidates pursuing alternative routes to teacher certification must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

A. Teachers who are employed part-time and who receive a teaching contract (i.e., induction, annual, or continuing) must participate in the ADEPT evaluation and assistance processes.

IX. Teachers Employed Under a Letter of Agreement
A. Teachers who are eligible for an induction or an annual contract but who are hired on a date that would cause their period of employment to be less than 152 days during the school year may be employed under a letter of agreement.

B. Teachers employed under a letter of agreement do not fall under ADEPT. However, districts must ensure that these teachers receive appropriate assistance and supervision throughout the school year.

C. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under a letter of agreement

X. Teachers Who Hold an International Teaching Certificate
A. Teachers from outside the United States who hold an international teaching certificate must follow the same sequences as traditionally prepared teachers in terms of the beginning contract levels (i.e., induction and annual) and ADEPT evaluation and assistance processes.

B. Teachers from outside the United States who hold an international teaching certificate may remain at the annual-contract level but may not be employed under a continuing contract.
XI. Teachers Employee in Charter Schools

A. Except as otherwise provided in the Charter Schools Act (S.C. Code Ann. Section 59-40-50(A) (Supp. 2012)), charter schools are exempt from all provisions of law and regulations applicable to a public school, a school board, or a district. However, a charter school may elect to comply with one or more of these provisions of law or regulations, such as the provisions of the ADEPT statute and regulation.

B. Charter schools that elect not to implement the ADEPT system may assist and/or evaluate their teachers according to the policies of their respective charter school committees. Certified teachers in these schools will accrue experience credit in a manner consistent with the provisions of State Board of Education Regulation 43-57 (S.C. Code Ann. Regs. 43-57 (2011)). Teachers in non-ADEPT charter schools who hold an initial teaching certificate are eligible to advance to a renewable limited professional certificate, as specified in State Board of Education Regulation 43-53 (S.C. Code Ann. Regs. (Supp. 2012)).

C. Charter schools that elect to implement the ADEPT system must comply with all provisions of the amended ADEPT statute (S.C. Code Ann. Sections 59-26-30 and 59-26-40, to be codified at Supp. 2012), this regulation, and the State Board of Education’s ADEPT implementation guidelines. In fulfilling these requirements, the contract between the charter school and its sponsor must include an ADEPT provision. All certified teachers in the charter school must be assisted and evaluated in a manner consistent with the sponsor’s State Board of Education-approved ADEPT plan for induction, formal evaluation, and goals-based evaluation. The ADEPT provision must address the charter school’s responsibilities for ensuring the fidelity of the implementation of the ADEPT system. The provision also must address the sponsor’s responsibilities in terms of staff training and program implementation. At a minimum, the sponsor must agree to disseminate all ADEPT-related information from the SCDE to the charter school and to report charter school teacher data to the SCDE. The provision must be included in the sponsor’s ADEPT plan and approved by the State Board prior to implementation.
XII. Teachers Who Hold a Limited Professional Certificate
An educator who holds a valid South Carolina limited professional certificate is eligible for employment in a “regulated” South Carolina public school at the annual-contract level. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must successfully complete the formal evaluation at the annual-contract level before they are eligible to move from a limited professional certificate to a full professional certificate and to be employed under a continuing contract.

XIII. Reporting Requirements
Failure of a teacher education program or local school district to submit all required assurances or requested information pursuant to this regulation may result in the State Board of Education’s withholding ADEPT funds.
Policy GKB Staff Grievances
Issued 6/13

Purpose: To establish the basic structure for orderly and expeditious resolution of staff concerns, complaints, and grievances.

The board recognizes the need for a procedure providing a prompt and effective means of resolving differences that may arise among employees and between employees and administrators.

The board believes that employees should secure an equitable solution of grievances at the most immediate administrative level. Employees are encouraged to seek resolution of disputes under the existing grievance administrative procedures and will have the right to do so with complete freedom from reprisal.

It is important that grievances be settle as quickly as possible. Therefore, there will be no extension of the prescribed time for moving through the grievance procedure except upon a compelling show of good cause. All appeals for such an extension of time must be in writing, must be agreed to in writing and must be consented to by both parties.

Nothing in this policy limits the rights of any employee to discuss how to file a grievance with an appropriate member of the office of human resource services. This discussion will be limited to the process of how to file a grievance and will be conducted by the superintendent’s designee in that office.

The superintendent is responsible for maintaining administrative procedures which will facilitate this policy.

Adopted 8/25/98; Revised 6/11/13

• The board encourages employees to discuss their concerns or complaints informally with their supervisors. Often, the cause of a problem or concern is merely a misunderstanding among the individuals involved. If, at any time, an employee feels that a formal mechanism for raising his/her concern or problem is needed, he/she should follow the procedure below.

• The purpose of this procedure is to settle, at the lowest possible administrative level, employee complaints relating to contracts, salaries and working conditions. “Working conditions” refers to areas of class loads, planning time, adequate physical facilities, activities, etc. The district will keep these proceedings as informal and confidential as may be appropriate at all levels of the procedure.
Definitions

- A grievance is a claim by an employee of a violation, misinterpretation or misapplication of a provision of board policies and administrative procedures or rules and regulations as they affect the employment or work of such employee.
- The board does not consider the following to be grievable under this procedure.
  - actions which are subject to the Teacher Employment and Dismissal Act, S.C. Code 1976, as amended, Section 59-25-410, et. seq.
  - employment decisions implemented under the district’s reduction in force policy
  - evaluations made pursuant to the district’s personnel evaluation systems

Joint grievances

- The district may allow employees to present a joint grievance where each grievant alleges essentially the same facts or circumstances and requests the same relief. Joint grievances must bear the signature of each grievant. The district reserves the right to consolidate individual grievances and the right to hear joint grievances on a separate basis.

Definition of supervisor

- The term “supervisor” means any person having the authority to recommend employment, transfer, suspend, layoff, recall, promote, discharge, assign, reward or discipline an employee or any person having the responsibility for directing or reviewing the work of an employee.

Definition of day

- A “day” is any day on which the district’s administrative office is open.

Definition of witness

- A “witness” is a person who gives evidence in support of a fact or statement presented by a grievant. A witness would only be present in the meeting during the time he/she is offering testimony.

Definition of observer

- An “observer” is a person who attends a grievance hearing meeting who is present to watch and take notes but is not to participate officially. An observer is not to offer evidence or testimony.
Grievance Procedures

Step One
An employee who wishes to file a grievance must complete the prescribed grievance form and must present it to his/her supervisor within 10 days following the event giving rise to the grievance.

Should the employee believe that resolution of the grievance requires a decision beyond the supervisor’s level or area of authority, the employee will so state such belief upon submitting the grievance form. If the supervisor is in agreement concerning authority to resolve the grievance, he/she will immediately pass the grievance on to the appropriate supervisor who will hear the matter as a first level grievance. Notice must be given to the employee. The district supervisor may, however, determine that resolution of the grievance is not outside his/her authority and hear the grievance.

The appropriate supervisor will schedule a meeting with the employee within five days of receipt of the grievance. The meeting should be held as soon as is mutually convenient. Attempts should be made to have the meeting within 10 working days. No witnesses should be called at this level. The supervisor will provide the employee with a written response to the grievance within five working days after the meeting. The response will include the name of the next level supervisor to whom the grievance may be appealed, provided such appeal is presented in writing within five working days. Each level supervisor should refrain from consulting with any supervisors in line to hear appeals.

Step two
The grievance may be appealed through each supervisory or administrative level to the superintendent. At each level, the procedure set out above will be followed. The original grievance and the supervisor’s response will serve as the basis of the meeting. The employee and the supervisor at the preceding level may summarize the facts previously presented. It is the responsibility of the grievant to provide documentation at each level. At each level, only relief that was not granted should be addressed.

Witnesses are permitted at the cabinet level administrator, excluding the superintendent or above. Representative (legal or otherwise) cannot engage in active participation of proceedings in lieu of employee participation. Representative may advise employee only. A list of witnesses or representatives must be provided within 48 hours of the hearing.

On appeal to the superintendent, the superintendent will schedule a meeting within five days of receipt of the grievance and will respond in writing to the employee within five days of his/her hearing of the grievance. The superintendent will make summaries of the lower level presentations and responses, and may, at his/her discretion, hear witnesses and evidence directly.
Upon mutual agreement between the employee and the supervisor, the time requirements under this procedure may be extended at any step, except that neither party will unreasonably refuse an extension or unreasonably delay the proceeding. Mutual agreements must be recorded in writing.

**Appeal to the Board**

After following the above procedure, an employee may request a meeting with the board for the purpose of discussing the grievance which arose from his/her employment. The request will be made in writing to the superintendent within five days of the superintendent’s response to the grievance.

The superintendent will, at the next regularly scheduled board meeting, present to the board the request that the grievance be heard, together with copies of all correspondence and responses from the lower administrative levels.

The board will notify the employee of its decision (whether or not to meet with the grievant to discuss the grievance) within 10 days of the board meeting. Should the board decide to discuss the grievance with the grievant, said discussion will be informal and non-adversarial for the discussion of employment as allowed under S.C. Code, Section 30-4-70 (Supp. 1984).

**Procedure for appeal of termination of classified personnel**

In the case of termination of a classified employee, an appeal of the decision may be made initially to the principal, department head or other person having final responsibility for the decision. The employee may take a further appeal of the termination to the superintendent or his/her designee. Finally, the employee may request a meeting with the board to discuss the appeal in accordance with the procedures outlined above.
Civil Rights Grievances
The district will use the grievance procedures set forth above to process employee issues based on alleged violations of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 and Titles I and II of the Americans with Disabilities Act of 1990 (referred to as “civil rights grievances”).

However, if the grievance is not resolved after the first two levels above, the employee may appeal in writing to the district’s civil rights coordinator. If the employee does not file such appeal within five days of the grievant’s receipt of the written response, the employee waives his/her right to appeal.

If the employee files an appeal, the civil rights coordinator will investigate the claim as appropriate. The coordinator will conduct a hearing within five days following any investigation. All interested persons and their representatives, if any, will have an opportunity to submit evidence relevant to the complaint. The civil rights coordinator will render a decision on the matter within five days after receipt of the grievance or, if a hearing is conducted, within five days after the conclusion of the hearing. The decision and any description of the resolution will be in writing and a copy forwarded to the grievant. Until further designated, the civil rights coordinator will be the assistant to the superintendent/parent/legal guardian ombudsman.

After appeal to the civil rights coordinator, the grievant may follow the procedures described above beginning with appeal to the superintendent.

The employee’s pursuit of other remedies such as the filing of a complaint with the responsible federal department or agency will not impair his/her right to a prompt and equitable resolution of any civil rights grievance.

Issued 8/25/98; Revised 6/11/13
EMPLOYEE COMPLAINT FORM

Name of Complainant ________________________________________________________________

Address: __________________________________________________________________________

Work Phone ___________________________ Home Phone _____________________________

Approximate date(s) and location of alleged incident _______________________________________

Nature of incident __________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Other individuals in whom you have confided about the incident(s) _________________________

____________________________________________________________________________________

____________________________________________________________________________________

Individuals who you believe may have witnessed or also may have been subjected to the alleged incident ________

____________________________________________________________________________________

Remedy ________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Signature of individual receiving complaint ________________________________________________

Date ________________________________