

# Hotline

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Rock Hill School District Three of York County ~ 660 North Anderson Road ~  
Rock Hill, SC 29730 ~ Telephone 803-981-1000 ~ Fax 803-981-1094

To: Members of the Board of Trustees

From: Kelly Pew

C: Cabinet

Date: April 6, 2017

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The following items have been included for your information:

Reminders: **April 10-14 and April 17, 2017**  
Spring Break Holidays & Unused Inclement Weather Day Holiday

**Friday, April 21, 2017**

Community Visits

Lesslie Elementary – **8:30-9:30 a.m.**

Independence Elementary – **10:00-11:00 a.m.**

~Lunch @ Independence Elementary – **11:00 a.m.**

~Board Departs for Tour of Construction/Facility Sites – **11:30 a.m.**

**Monday, April 24, 2017**

Business Meeting – 6:00 p.m. (*Board Room*)

1. **Information:** *Device Information*
2. **Information:** *AAPPL Assessment Information*
3. **Information:** *Student Input to Administrators*
4. **Information:** *New District Office Funding*
5. **Information:** *Energy Report Questions*
6. **Information:** *Superintendent's Event Schedule*



# Memo

**TO:** Dr. Kelly Pew  
**FROM:** Joel Whitesides  
**DATE:** April 5, 2017  
**SUBJECT:** Device Information

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The purpose of this memo is to provide information on teacher and student devices.

Teachers in grades 5th – 12th have received a Windows laptop in addition to their current MacBook Pro for the remainder of this school year. Our goal was to provide teachers ample time to transition from an Apple OS to a Windows laptop. We are currently in the process of distributing Windows laptops to teachers in grades 3rd and 4th, which should be completed well in advance of the end of this school year. We are encouraging 3rd and 4th grade teachers to use both the Windows laptop and MacBook Pro during the summer months. Since 3rd and 4th grade students will begin next year with an iPad, the teachers may keep their MacBook Pro until the students convert to a Windows hybrid device. The conversion is scheduled for late fall. Teachers at the Flexible Learning Center and Applied Technology Center will continue using their MacBook Pro until a Windows laptop is provided in the upcoming school year.

Listed below is some information contained in a document that was shared with the principals and technical support staff.

Student and teacher device procedures for collection and deployment – 2017 summer / fall.

K-2 students will keep using iPads next year. As we collect additional iPads, some may be redistributed to be used in class packs consisting of 5-10 iPads.

K-2 teachers will continue using their iPad and MacBook Pro for another year.

3rd and 4th grade students will be issued iPads at the beginning of the school year and transition to the X360 late fall or the beginning of second semester. When the iPads are collected, there is no need to reset them if class apple ids are used.

3rd and 4th grade teachers will receive an 840 G3 laptop before the end of this school year to be used during the summer. They may also keep their iPad and MacBook Pro until the students transition.

5th grade students will turn-in their iPads after testing this year, hopefully, beginning around May 22 if possible, or later if they need them. They will need to be checked-in using Destiny. In addition to iPads, 5th grade students have been using the X360 hybrid in a cart configuration and will take them home next year.

5th grade teachers will reset their iPad and turn it in. We would like to begin collecting the teacher MacBook Pros beginning now if possible to allow us time to copy their data. They may, however, keep them as long as needed until the end of this school year.

6th grade students will turn-in their iPads around May 22 if possible or later if they need them. They will need to be checked-in using Destiny. The students will receive a 840 G3 at the beginning of next school year.

6th – 12th grade teachers should turn-in their iPad and MacBook Pro. We would like to collect both as soon as possible, especially the MacBook Pro. We will need adequate time to save their data and re-image. This process will ensure that all personal and student data is deleted.

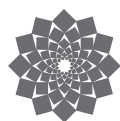
A few general statements:

We will be glad to help the teachers copy their data from their MacBook to Windows laptop if needed.

We will re-image the MacBooks to ensure that all personal/student data is deleted.

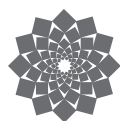
All teacher iPads will need to be logged out of iCloud by the teacher and reset removing all content by the teacher.

It would be of great benefit if the 5th and 6th grade iPads could be reset before they are collected and scanned into Destiny.



## INTERPERSONAL LISTENING/SPEAKING

Score	AAPPL Score Description	Strategy
N-1	Your AAPPL Interpersonal Listening/Speaking score of N-1 means that you can say a few things about yourself. You can list, name, and identify common things with single words. You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language learners can understand some of what you are saying.	When you answer questions, try to use more than one word and even a phrase. Practice asking questions and keep learning new words.
N-2	Your AAPPL Interpersonal Listening/Speaking score of N-2 means that you can say some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned. You can understand and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand much of what you are saying.	Practice asking more questions on more topics. Combine your words and phrases into simple sentences. Keep learning new words!
N-3	Your AAPPL Interpersonal Listening/Speaking score of N-3 means that you can say a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence. You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand most of what you are saying.	Practice lots of conversations in which you start it, keep it going, and end it; practice asking questions in order to do this. Practice saying as much as you can about yourself. Try to use as many sentences as you can.
N-4	Your AAPPL Interpersonal Listening/Speaking score of N-4 means that you can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.	Keep the conversation going by asking follow up questions on the same topic, working with your partner to figure out what you don't understand and talking around words that you don't know. Keep saying more about more topics. Pretend you're in a situation where you need to get something or do something.
I-1	Your AAPPL Interpersonal Listening/Speaking score of I-1 means that you can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in single sentences. You can ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying.	Jump into as many conversations as you can, especially outside of class. Once you've answered a question, try to add something more (another fact, thought, or even another question).



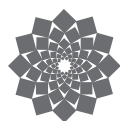
I-2	Your AAPPL Interpersonal Listening/Speaking score of I-2 means that you can maintain a conversation about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use more than one sentence at a time. You ask and answer questions. You do all of this in a way that your teacher and others who are used to language learners understand what you are saying.	Try putting sentences together using words such as "but," "because," and "when." Practice asking questions in different ways. Keep adding new information so that everything is more complete and clear. Say more about more topics.
I-3	Your AAPPL Interpersonal Listening/Speaking score of I-3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.	Practice adding words to be more specific in describing things (quality, quantity, size) or to accomplish what you need (when or in what order). Think about how events unfold in a story and try to tell it. Use words like "then," "so," "afterwards," and "finally." Ask more specific questions to get more detailed information.
I-4	Your AAPPL Interpersonal Listening/Speaking score of I-4 means that you keep the conversations going about yourself and your life by asking questions and describing or telling stories. You easily use your language to express your own thoughts. You can get the things that you need or want even if it requires extra effort. You speak in well-connected sentences. You do all of this in a way that your teacher and others who are used to language learners readily understand you. People who are not used to language learners understand what you are saying some of the time.	Practice telling stories from beginning to end. Once you've told a story, go back, and add something to each part of it. Describe everything you see in your class, your neighborhood or home and then add more detail to it. Practice having conversations about topics beyond your immediate environment. Pretend you're in a situation where you need to do or get something and a problem arises. Practice resolving the complication.
I-5	Your AAPPL Interpersonal Listening/Speaking score of I-5 means that you keep the conversation going by asking questions, telling stories, describing people, places, and things, and reporting events. You can talk about some topics beyond yourself. You can also resolve a problem that you might encounter in your daily life. You speak in well-connected sentences and some paragraphs. You do all of this in a way that people who speak this language can understand you most of the time even if they are not used to language learners.	Practice telling more complete stories about things that are happening, happened or will happen. Describe things in a way that the person you're talking to can form a mental picture of what you're saying. Practice adding detail every time you can. Report and discuss events beyond your immediate environment. Imagine trying to deal with a problem and propose a variety of solutions.



# ACTFL

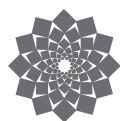
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A	<p>Your AAPPL Interpersonal Listening/Speaking score of A means that you participate fully in the conversation. You can communicate with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas. You are able to produce narrations and descriptions in all major time frames and you can efficiently deal with an unexpected turn of events, resolving a problem you might encounter in your daily life or while traveling abroad. You speak in well-formed paragraphs that show organization, cohesion, and detail.</p>	<p>Continue developing your skills in narration and expanding your ability to deal with topics beyond the general and personal level. You might read articles about community or world issues and practice conversations in which you need to support your own opinions, discuss an issue from an abstract perspective or hypothesize.</p>
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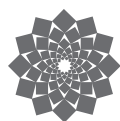
## INTERPRETIVE READING AND INTERPRETIVE LISTENING

Score	AAPPL Score Description	Strategy
N-1	Your AAPPL Interpretive Reading/Listening score of N-1 means that you understand individual words. You need to read/hear something more than once. You need visual cues such as pictures in order to understand what you read/hear.	Try to understand by looking for clues such as pictures, titles, words you recognize, words that are similar to words in your own language.
N-2	Your AAPPL Interpretive Reading/Listening score of N-2 means that you understand words and phrases. You may need to read/hear something more than once. You need visual cues such as pictures, your own knowledge of a topic, and words that are similar to English in order to understand what you read/hear.	Try to understand more by looking/listening for clues such as pictures, titles, words or parts of words that you recognize, words that are similar to words in your own language. Think about what you already know about a topic for additional clues about the topic. Then go back and reread/re-listen and see what more you can understand.
N-3	Your AAPPL Interpretive Reading/Listening score of N-3 means that you understand words, phrases and an occasional simple sentence. You may need to read/hear something more than once. You may need visual cues such as pictures, your own knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what you read/hear.	Use what the passage says about the topic to understand the main idea. Try to use different approaches to understanding such as looking/listening for clues such as pictures, titles, words or parts of words that you recognize, words that are similar to words in your own language. Think about what you already know about a topic for additional clues about the topic. Then go back and reread/re-listen and see what more you can understand.
N-4	Your AAPPL Interpretive Reading/Listening score of N-4 means that you likely understand the main idea in short passages on very familiar topics but rarely the supporting facts. You usually need to read/hear the passage more than once. You may need visual cues such as pictures, your own knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what you read/hear.	Use what the passage says about the topic to understand the main idea and look for some supporting facts. Try to use different approaches to understanding such as looking/listening for clues such as pictures, titles, words or parts of words that you recognize, words that are similar to words in your own language. Use what you already know about a topic for additional clues about the topic. Then go back and reread/re-listen and see what more you can understand.
I-1	Your AAPPL Interpretive Reading/Listening score of I-1 means that you likely understand the main idea and possibly some supporting facts in short passages on very familiar topics. You usually need to read/hear the passage more than once. You usually need visual cues, context clues, and prior knowledge to help you understand what you read/hear.	Use what the passage says about the topic to understand the main idea and look for some supporting facts. Try to use different approaches to understanding such as looking/listening for clues such as words or parts of words that you recognize, words that are similar to words in your own language, word order and form. Use what you already know about a topic for additional clues about what the author wants you to understand.



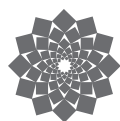
		Then go back and reread/re-listen to get more information.
I-2	Your AAPPL Interpretive Reading/Listening score of I-2 means that you understand main ideas and supporting facts in short passages on familiar topics. You may need to read/hear the passage more than once. You may need visual cues, context clues, and prior knowledge to help you understand what you read/hear.	Practice reading/listening to longer passages or simple stories. To deepen your understanding start to look at how the passage is organized. Compare what you read or hear to what you already know.
I-3	Your AAPPL Interpretive Reading/Listening score of I-3 means that you understand main ideas and supporting facts in short passages on familiar topics. You may need to read/hear complex passages more than once. Context clues or prior knowledge may help you understand what you read/hear.	Frequently read/listen to longer passages or simple stories. To deepen your understanding start to look at how the passage is organized. Compare what you read or hear to what you already know and to what you expected to find out.
I-4	Your AAPPL Interpretive Reading/Listening score of I-4 means that you fully understand main ideas and supporting facts in short passages, simple narratives and descriptive passages on familiar topics. You may need to read/hear complex passages more than once. Context clues or prior knowledge may help you understand what you read/hear.	Frequently read/listen to longer passages, stories, news reports. To deepen your understanding start to look at how the passage is organized. Pause frequently to check your understanding. Compare what you read or hear to what you already know and to what you expected to find out. See what the details add up to? Any new insight?
I-5	Your AAPPL Interpretive Reading/Listening score of I-5 means that you fully understand and with ease main ideas and supporting facts in short passages, simple narratives and descriptive passages on familiar topics. In addition, you can understand some more complex passages on less familiar topics. You may need to read/hear complex passages more than once. Your knowledge of the language, your ability to tell the difference between a main idea and a detail, and your ability to use context clues and inferencing may help you understand what you read/hear.	Frequently read/listen to longer passages, stories, news reports on lots of different topics. Use the organization of the text to help you read and listen more efficiently. Pause frequently to check your understanding. Compare what you read or hear to what you already know and to what you expected to find out. See what the details add up to? Any new insight?
A	Your AAPPL Interpretive Reading/Listening score of A means that you are able to understand conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven. Main ideas and supporting details are comprehensible with familiar situational subject matter containing high-frequency vocabulary and structures. Some new subject matter in areas of general interest will be generally understood.	Continue developing your skills by reading text or listening to passages that contain extended narration and more complex language on topics beyond the personal and general. Read articles, and other written works, or listen to spoken language about community or world issues. Develop strategies to understand others' opinions and support of those opinions as well as the abstract treatment of topics and discussion of a hypothetical nature.





### PRESENTATIONAL WRITING

Score	AAPPL Score Description	Strategy
N-1	Your AAPPL Presentational Writing score of N-1 means that you can write a few things about yourself. You can list, name, and identify common things with single words. You can do this in a way that your teachers and others who are used to the writing of language students can understand some of your writing.	Practice writing words and phrases. Make lists.
N-2	Your AAPPL Presentational Writing score of N-2 means that you can write some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned. You can do all of this in a way that your teacher and others who are used to the writing of language learners can understand much of your writing.	Keep a word journal. Every time you learn a new word or phrase, add it to your journal. Practice combining your words and phrases to form simple sentences.
N-3	Your AAPPL Presentational Writing score of N-3 means that you can write a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence. You can do all of this in a way that your teacher and others who are used to the writing of language learners can understand most of your writing.	As often as possible write about yourself and your life. Write reminders to yourself, write comments, jot down questions that you want to remember to ask. Write as many sentences as you can.
N-4	Your AAPPL Presentational Writing score of N-4 means that you can write about yourself and your life. Much of the time you write well enough to express your own thoughts and accomplish what you need. You write in phrases and some sentences. You can do all of this in a way that most of the time your teacher and others who are used to the writing of language learners can understand your writing.	Keep writing more about more topics. Add more information; use a variety of vocabulary. Make your writing more interesting by forming sentences or questions in different ways. When you don't know a precise word, try using other words to say what you mean. Frequently review your writing for accuracy and correctness.
I-1	Your AAPPL Presentational Writing score of I-1 means that you write about yourself and your life. You write well enough to ask simple questions and accomplish what you need. You write in single sentences. You can do this in a way that your teacher and others who are used to the writing of language learners can understand your writing.	Keep writing more about more topics. Look for more outlets or opportunities to write to different people. As you review your writing, see if there are sentences or details that you can link together. Try to add something more (another fact, thought, or even another question).



I-2	Your AAPPL Presentational Writing score of I-2 means that you write about yourself and your life. You write well enough to ask simple questions and accomplish what you need. You can link some sentences together. You do all of this in a way that your teacher and others who are used to the writing of language learners can understand your writing.	Try putting sentences together using words such as "but," "because," and "when." Practice writing questions in different ways. Keep adding new information so that everything is more complete and clear. Write more about more topics.
I-3	Your AAPPL Presentational Writing score of I-3 means that you write about yourself and your life. You write well enough to accomplish what you need and pose a variety of questions. You can write some longer sentences and connect some sentences together. You do all of this in a way that your teacher and others who are used to the writing of language learners readily understand your writing.	Practice adding words to be more specific in describing things (quality, quantity, size) or to accomplish what you need (when or in what order). Think about the sequence in an event, story, or process and practice writing about it. Use words like "then," "so," "afterwards," and "finally." Ask more specific questions to get more detailed information.
I-4	Your AAPPL Presentational Writing score of I-4 means that you write about yourself and your life and occasionally topics beyond yourself. You can use your language to express your own thoughts and sometimes add description and tell stories. You write well enough to accomplish what you need and pose a variety of questions. You write well-connected sentences. You do all of this in a way that your teacher and others who are used to the writing of language learners readily understand your writing. People who are not used to language learners understand your writing some of the time.	Practice writing stories from beginning to end. Once you've written the outline of a story, go back, and write each section adding as much detail as you can. Observe the people, places, and things you see every day. and practice writing detailed descriptions. Practice writing about topics beyond your immediate environment. Pretend you're in a situation where you need to do or get something and a problem arises. Practice offering written solutions to problems.
I-5	Your AAPPL Presentational Writing score of I-5 means that you write about yourself and a number of topics beyond yourself. Most of the time you can write well enough to tell stories, describe people, places, and things, and report events. You write in well-connected sentences and some paragraphs. People who are not used to language learners understand your writing most of the time.	Practice writing more complete stories about things that are happening, happened or will happen. Describe things in a way that the person you're writing to can form a mental picture. Practice adding examples and details as often as you can. Report on events beyond your immediate environment. Imagine trying to deal with a problem; explain in detail the circumstances and propose a variety of solutions.
A	Your AAPPL Presentation Writing score of A means that you are able to meet basic work and/or academic writing needs. You have the ability to narrate and describe in all major time frames and can compose summaries on familiar topics and some unfamiliar topics of interest. Your writing is of paragraph length and you can incorporate a limited number of cohesive devices demonstrating good control of common structures and vocabulary associated with the Advanced	Continue developing your writing skills in extended narration and expanding your ability to write on topics of a more specific nature. You might practice by writing about issues within the community or the world. Write about topics that are dealt with from an abstract perspective, or issues that require one to support an opinion and hypothesize.



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	level. Your writing is understood by native speakers who are not accustomed to the writing of non-native speakers.	
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# ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)

## Performance Samples by Proficiency Level

### Listening Proficiency Samples - Spanish

Levels of Proficiency	
<b>Novice</b>	<p><b>Spanish Sample:</b>  <a href="https://www.actfl.org/sites/default/files/guidelines/spanish_listening_novice.mp3">https://www.actfl.org/sites/default/files/guidelines/spanish_listening_novice.mp3</a></p> <p><b>RATIONALE FOR RATING:</b> This sample consists of true aural cognates (broccoli, zucchini), and formulaic expressions (Me gusta la ensalada, muy rico) that are highly contextualized and highly predictable. Novice-level listeners are able to understand words and phrases from the simple statements of the passage, and they are aided by the rate of speech which is slow, but natural. Listeners rely heavily on factors other than the message itself to derive meaning and the very title of the sample (Ensalada para una vida sana) that serves to activate background knowledge and create an anticipatory framework for listening comprehension.</p>
<b>Intermediate</b>	<p><b>Spanish Sample:</b>  <a href="https://www.actfl.org/sites/default/files/guidelines/spanish_listening_intermediate.mp3">https://www.actfl.org/sites/default/files/guidelines/spanish_listening_intermediate.mp3</a></p> <p><b>RATIONALE FOR RATING:</b> In this passage, the speaker orients the listener by communicating a main idea: Costa Rica is a good place for visitors. His speech is organized primarily through a series of discrete sentences with sufficient simple vocabulary and frequent cognates to convey basic information. The text organization is loose without much cohesion; each series of statements makes reference to a different topic: geographic location, weather, people, infrastructure and telecommunications.</p> <p>Intermediate level listeners will be able to comprehend this passage by listening for the main ideas in the simple and minimally connected speech containing high-frequency vocabulary. Listening for additional information is strongly supported by the highly contextualized nature of this straightforward message.</p>
<b>Advanced</b>	<p><b>Spanish Sample:</b> <a href="https://www.actfl.org/sites/default/files/guidelines/spanish_listening_advanced.mp3">https://www.actfl.org/sites/default/files/guidelines/spanish_listening_advanced.mp3</a></p> <p><b>RATIONALE FOR RATING:</b> In this authentic passage, the speaker provides a news report on an Independence Day celebration at the Plaza de la Constitución in Mexico City. Her report includes narration of past events (el Ballet Folklórico, la gente llegó con trajes típicos, la lluvia que comenzó hace unos minutos...), a description of what is happening at the moment (la gente está regresando al escenario, estamos en espera del momento culminante...), and the upcoming events for the celebration (el presidente encabezará la ceremonia, que será alrededor de las 11 de la noche).</p> <p>The listener understands the main purpose of the passage which is to report on the event. Her remarks on a variety of general topics (the show, the people, the occasion) are sequenced and organized through present, past and future time frames. The speech in this passage is lexically and structurally uncomplicated making reference to concrete and predictable content. The discourse is straightforward and organized in a clear and predictable way.</p> <p>In listening to this news report, the Advanced-level listener can understand the main ideas (the celebration of Independence Day in Mexico City) and most supporting details of the news story on this topic of general interest. The oral news report is sufficiently clear to allow listeners to compensate for possible limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues.</p>

## Listening Proficiency Samples - French

Levels of Proficiency	
<b>Novice</b>	<p><b>French Sample:</b> <a href="https://www.actfl.org/sites/default/files/guidelines/french_listening_novice.mp3">https://www.actfl.org/sites/default/files/guidelines/french_listening_novice.mp3</a></p> <p><b>RATIONALE FOR RATING:</b> The Novice-level listener is able to comprehend this announcement of winning lottery numbers because the information is predictable, high frequency words (i.e. numbers) and highly contextualized.</p>
<b>Intermediate</b>	<p><b>French Sample:</b> <a href="https://www.actfl.org/sites/default/files/guidelines/french_listening_intermediate.mp3">https://www.actfl.org/sites/default/files/guidelines/french_listening_intermediate.mp3</a></p> <p><b>RATIONALE FOR RATING:</b> This message is an announcement communicated entirely in present time, aiming at conveying simple instructions in a familiar social situation. The Intermediate-level listener understands this message because it is simple, minimally connected and contains high frequency vocabulary. Contextual cues support comprehension.</p>
<b>Advanced</b>	<p><b>French Sample:</b> <a href="https://www.actfl.org/sites/default/files/guidelines/french_listening_advanced.mp3">https://www.actfl.org/sites/default/files/guidelines/french_listening_advanced.mp3</a></p> <p><b>RATIONALE FOR RATING:</b> The current event is set in past time and requires no special knowledge on the part of the Advanced-level listener to understand the main ideas as well as most supporting details. The message, connected in several oral paragraphs, is lexically and structurally uncomplicated. The discourse is straightforward and organized in a clear and predictable way.</p>

## Speaking Proficiency Samples - Spanish


Levels of Proficiency	
Novice	<p><b>Spanish Sample Novice 1:</b> <a href="https://youtu.be/3breFRAI_Fk?list=PLh_cfDwS8mrt6d3RFa5QdVnxktSfS8sS0">https://youtu.be/3breFRAI_Fk?list=PLh_cfDwS8mrt6d3RFa5QdVnxktSfS8sS0</a></p> <p><b>RATIONALE FOR RATING:</b> The speaker produces a short list of memorized words on the highly predictable topic of food. When attempting to provide additional information beyond the list, there is little evidence of her ability to control basic sentence structure. Although the speaker communicates clearly when providing a list, she is unable to deliver a full message when attempting to create with the language.</p> <p><b>Spanish Sample Novice 2:</b></p> <p><a href="https://youtu.be/q6CNLSngOPg?list=PLh_cfDwS8mrt6d3RFa5QdVnxktSfS8sS0">https://youtu.be/q6CNLSngOPg?list=PLh_cfDwS8mrt6d3RFa5QdVnxktSfS8sS0</a></p> <p><b>RATIONALE FOR RATING:</b> This sample shows a speaker at the Novice Level who communicates briefly, by using memorized structures (trabajo... trabajo...) with some references to time and days of the week. She speaks in chunks of language, primarily with memorized material. When asked to provide additional information on time, she limits herself to a one-word response.</p>
Intermediate	<p><b>Spanish Sample Intermediate 1:</b> <a href="https://youtu.be/E2WFMgEjbRU?list=PLh_cfDwS8mrt6d3RFa5QdVnxktSfS8sS0">https://youtu.be/E2WFMgEjbRU?list=PLh_cfDwS8mrt6d3RFa5QdVnxktSfS8sS0</a></p> <p><b>RATIONALE FOR RATING:</b> This sample shows the speaker's ability to engage in a simple conversation, providing basic autobiographical information. She is able to create with language, and consistently produces sentence-level discourse. She speaks in discrete sentences that are interchangeable. She requires a sympathetic interlocutor. She is able to clarify her message (students) when called upon to do so.</p> <p><b>Spanish Sample Intermediate 4:</b> <a href="https://youtu.be/fKE6lqSthmQ">https://youtu.be/fKE6lqSthmQ</a></p> <p><b>RATIONALE FOR RATING:</b> The role play demonstrates the speaker's ability to handle a straightforward social transaction on the topic of taking care of a neighbor's house while the latter is away. The speaker is able to ask a series of questions that are similar in structure but varied in their content and context and are based on real-life considerations within the situation (house pets, feeding, watering plants, people coming to the house, mail deliveries). The success of the exchange is based on the speaker's ability to maintain the conversational task with the assistance of a sympathetic interlocutor.</p>
Advanced	<p><b>Spanish Sample Advanced 1:</b></p> <p><a href="https://youtu.be/CJaSKVM2bg0?list=PLh_cfDwS8mrt6d3RFa5QdVnxktSfS8sS0">https://youtu.be/CJaSKVM2bg0?list=PLh_cfDwS8mrt6d3RFa5QdVnxktSfS8sS0</a></p> <p><b>RATIONALE FOR RATING:</b> The speaker demonstrates her ability to communicate a full story within the present timeframe. She speaks in connected discourse of paragraph length and includes some significant detail and subordination in the overall chronology to provide a full account of her daily activities. She is easily understood by a native speaker unaccustomed to dealing with non-natives. The speaker communicates confidently with quantity and quality as she effectively manages her linguistic responsibility for the success of the exchange.</p> <p><b>Spanish Sample Advanced 5:</b></p> <p><a href="https://youtu.be/MWx_y3LsB3w?list=PLh_cfDwS8mrt6d3RFa5QdVnxktSfS8sS0">https://youtu.be/MWx_y3LsB3w?list=PLh_cfDwS8mrt6d3RFa5QdVnxktSfS8sS0</a></p> <p><b>RATIONALE FOR RATING:</b> This sample focuses on the speaker's ability to handle an everyday situation with a complication and to successfully resolve it. She first provides a short narration that is cohesive and easily understood as background explanation to her present predicament (locked herself out of the office when leaving for some water). She respectfully offers the security guard two alternatives to resolve her predicament (accompany her to phone her boss to verify her identity, have the guard enter her office alone to verify her identity from her ID on the desk), and in this way she appropriately manages the unexpected turn of events. She accomplishes this through a combination of narration, description, fairly extensive albeit generic vocabulary, clarity, and precision. Her speech is readily understood by native speakers unaccustomed to dealing with non-natives.</p>

## Speaking Proficiency Samples - French

Levels of Proficiency	
<b>Novice</b>	<p><b>French Sample Novice 1:</b> <a href="https://youtu.be/uAQfgpWJUPs">https://youtu.be/uAQfgpWJUPs</a>  <b>RATIONALE FOR RATING:</b> When responding to the question about what he likes to eat, this speaker can only produce a few isolated words (je mange du boeuf, salade, viande, vin, du bière, la tarte). With great difficulty and long pauses, he can only be understood by a very sympathetic interlocutor accustomed to dealing with non-natives.</p> <p><b>French Sample Novice 2:</b> <a href="https://youtu.be/ZUnSt_xlxTE">https://youtu.be/ZUnSt_xlxTE</a>  <b>RATIONALE FOR RATING:</b> This is a sample of someone who communicates minimally by using isolated words or phrases, on highly familiar topics, (je travaille, restaurant, maison, jours de la semaine), mixed with English. He requires a very sympathetic listener.</p>
<b>Intermediate</b>	<p><b>French Sample Intermediate 1:</b> <a href="https://youtu.be/k_HLZ06FI7o">https://youtu.be/k_HLZ06FI7o</a>  <b>RATIONALE FOR RATING:</b> This is a sample of a speaker who is able to create with the language, i.e. combine and adapt learned material to express personal meaning. She makes surprising mistakes (such as « des places de mange » for restaurant) and her verbs do not always agree with the subjects (les écoles publiques est..., etc.), but what she says is quite comprehensible to a sympathetic interlocutor. Her responses consist primarily of sentences and strings of sentences.</p> <p><b>French Sample Intermediate 4:</b> <a href="https://youtu.be/BhAp-ICze3k">https://youtu.be/BhAp-ICze3k</a>  <b>RATIONALE FOR RATING:</b> This excerpt demonstrates the speaker's ability to handle a simple transaction related to daily life. The speaker asks questions pertinent to taking care of a neighbor's house while he/she is away on vacation. In spite of limitations in his vocabulary and grammar, this speaker is able to ask a variety of questions on pet care, plants, the newspaper, the mail and the yard.</p>
<b>Advanced</b>	<p><b>French Sample Advanced 1:</b> <a href="https://youtu.be/y-3aGvXk0qw">https://youtu.be/y-3aGvXk0qw</a>  <b>RATIONALE FOR RATING:</b> This sample illustrates the ability to converse with ease and confidence on a topic of community interest. Her vocabulary is generic in nature (le truc nucléaire). This speaker is able to use communicative strategies to convey her message without confusion. She is readily understood by native speakers unaccustomed to dealing with non-natives.</p> <p><b>French Sample Advanced 4:</b> <a href="https://youtu.be/jk7BwsN8qeA">https://youtu.be/jk7BwsN8qeA</a>  <b>RATIONALE FOR RATING:</b> The narration and description in this excerpt are interwoven to relate relevant and supporting facts in connected, paragraph-length discourse. The details provided by this speaker allow us to see how she fell in love with France.</p>

## Reading Proficiency Samples - Spanish

### Levels of Proficiency

<b>Novice</b>	<p><b>THE WEATHER</b></p>  <p><b>RATIONALE FOR RATING:</b> The reader of this weather notice must be able to understand highly predictable, loosely arranged information that is heavily supported by visual cues (sun, clouds, rain, numbers, percentage and degree symbols), and that requires background knowledge on how a weather forecast is organized. Both extralinguistic supports enable the Novice-level reader to anticipate and recognize the information in the notice.</p>
<b>Intermediate</b>	<p><b>HOTEL SAN MIGUEL: AN ADVERTISEMENT:</b></p> <p>Este es el lugar más romántico de México. Por solo \$99.00 por persona, por noche, el precio de una habitación doble incluye sus 3 alimentos tipo buffet. ¡Aproveche este fin de semana!</p> <p>¡Conózcanos para sus vacaciones de semana santa!</p> <p>Reserve hoy mismo: 5550-1213</p> <p><b>RATIONALE FOR RATING:</b> The author's purpose in writing this advertisement is to attract and orient the reader with basic and positive information in simple language to promote a hotel reservation. The Intermediate reader of this advertisement needs to be able to retrieve sufficient information from the text to be able to decide whether to make the reservation. While the ad is written in complete sentences, there is very little cohesion among them, which, in fact, facilitates the reader's task. The format of the text is predictable and together with its high-frequency vocabulary, aids the reader's comprehension.</p>
<b>Advanced</b>	<p><b>THE PARROT THAT SAVED A CHILD</b></p> <p>Un loro, cuyos graznidos de alarma alertaron a su dueña cuando una niña pequeña se estaba ahogando con su desayuno, fue galardonado como héroe por la Cruz Roja local. La dueña de Willie, Megan Howard, estaba cuidando a la niña de otra persona en noviembre. Howard salió del cuarto por un momento y la menor, Hannah, empezó a ahogarse con su desayuno. Willie graznó repetidamente las palabras "mamá" y "bebé", además de batir sus alas. Howard regresó a tiempo, encontrando que la niña se estaba poniendo azul. Howard salvó a Hannah realizando un procedimiento de primeros auxilios, pero afirmó que Willie fue "el verdadero héroe".</p> <p><b>RATIONALE FOR RATING:</b> The purpose of this text is to communicate factual information on a celebrated parrot. The Advanced level reader of this text is able to understand the main idea and the supporting details of a concrete, conventional narrative of general interest, which contains a series of events and outcomes (a parrot is recognized for heroism for having indirectly saved a choking child). The author uses general vocabulary for ready comprehension, although there are occasional words and phrases for which the readers may need to exercise cognate recognition or use contextual clues such as repetition to derive meaning (graznidos, galardonado, ahogarse con su desayuno).</p>



## Reading Proficiency Samples - French

Levels of Proficiency	
<b>Novice</b>	<p><b>CAR ADVERTISEMENT</b></p> <p>BMW SÉRIE 3  111 rue de France  77300 Fontainebleau  Tel : 01 64 22 31 88  31 500 €  Nombre de portes : 2  Energie : Diesel  Boîte : Boîte manuelle  Kilométrage : 27 851 Km.  Année de mise en circulation : 2005  Couleur extérieure : Gris</p> <p><b>RATIONALE FOR RATING:</b> The Novice-level reader is able to understand this highly contextualized, loosely organized text. The reader at this level may rely heavily on keywords and extra linguistic support to understand the message. The reader is able to recognize a brand name, currency, address and numbers.</p>
<b>Intermediate</b>	<p><b>LEARN FRENCH IN FRANCE</b></p> <p>La réussite d'un séjour en France pour apprendre le français commence par le choix d'un centre offrant des conditions d'accueil et de séjour adaptées à vos besoins. Le site internet <a href="http://www.fle.fr">www.fle.fr</a> offre un accès direct à chacun des 50 centres d'enseignement du français en France.</p> <p><b>RATIONALE FOR RATING:</b> Intermediate readers can understand this short, non-complex text, which conveys basic information at the sentence level. The minimal cohesion of this text facilitates the comprehension of a message whose topic may be familiar or of personal interest to the reader.</p>
<b>Advanced</b>	<p><b>ANTI-SMOKING LAW</b></p> <p>Tolérance zéro pour les opposants à la loi anti-tabac. Les cafetiers ne respectant pas l'interdiction de fumer dans les bars et les restaurants sont prévenus. Vendredi soir a eu lieu, à Lyon, la première verbalisation contre un établissement récalcitrant. La police a dressé une amende de 68€ à un client du Café 408. Le patron de cet établissement, François Dupont, avait décidé mercredi d'entrer « en résistance » et devrait recevoir dans les jours qui viennent son propre procès verbal pour « incitation à l'infraction ».</p> <p>Mais malgré cette « démonstration de force », le patron de ce café n'est pas du tout intimidé et a l'intention de poursuivre son mouvement. Après le départ des policiers, intervenus à la suite d'un signalement d'une association pour le droit des non-fumeurs, les clients du café ont continué de fumer. François Dupont refuse d'interdire la cigarette dans son bar et voit dans son établissement un « lieu de pèlerinage » pour les fumeurs.</p> <p><b>RATIONALE FOR RATING:</b> Advanced readers are able to fully understand a text, of paragraph length, dealing with a current event of general interest. They comprehend the main ideas as well as supporting details of this report presenting both past and present narration. Readers can handle texts that reflect the standard linguistic conventions of the written form of the language. The comprehension of this text derives not only from the readers' knowledge of the topic but also from their knowledge of the language itself.</p>

## Writing Proficiency Samples - Spanish

Levels of Proficiency	
<b>Novice</b>	<p><b>EMAIL INTRODUCTION</b></p> <p>Mí nombre es George mi casa es verde mi cuatro es verde la casa tiene tres cuatro mi casa bonita.</p> <p><b>RATIONALE FOR RATING:</b> This example of Novice-Level writing is a list of incomplete statements showing a writer who can communicate minimally in the language in short, formulaic expressions. The writer produces practiced material and familiar words or phrases to express a very simple message. Even in so doing, the writer confuses familiar vocabulary with other common words (cuatro/cuarto), and resorts to phrases rather than complete sentences (mi casa bonita). The text shows lack of control of basic spelling and writing conventions. The passage may be difficult to comprehend by readers who are not accustomed to dealing with this type of language learner.</p>
<b>Intermediate</b>	<p><b>EMAIL INTRODUCTION AND QUESTIONS</b></p> <p>Hola mi nombre es Mario, tengo 17 años. Mi casa es pequeya. Vivo con mi perro se llama Limo el tiene 1 año viviendo con migo. Mi casa tiene muchas ventanas porque es muy caluroso ahora. Cuántos años tienes? Tienes mascota? Qué vienes a estudiar?. Yo tengo una rutina de hacer ejercicio si quieres tu tambien puedes hacer ejercicio con migo. Tambien podemos ir a ber los juegos de beisbol. Podemos ir al restaurant de mi tio que cosina muy bueno. En la noche podemos ir al cine a ber peliculas.</p> <p><b>RATIONALE FOR RATING:</b> This is an e-mail message about a familiar topic to communicate simple facts and ideas about the self and to request information. The writer produces a communication of loosely connected text in present time – composed primarily of discrete sentences and basic vocabulary –, that demonstrates an ability to create with the language and ask simple, straightforward questions to meet practical needs. The writing closely resembles oral discourse with evidence of errors in punctuation, accentuation, and spelling. Comprehension of the passage requires some effort on the part of a reader accustomed to the writing of non-natives.</p>
<b>Advanced</b>	<p><b>DAY OF THE DEAD</b></p> <p>El día de los muertos es una las celebraciones más importantes en la cultura mexicana. A veces se compare a “Halloween,” pero es una celebración completamente diferente y tiene su origen en la cultura de las indígenas de la sociedad maya, y también tiene un poco de la influencia de la religión católica. Los ciudadanos de este país celebran el retorno de sus familiares muertos, y creen que sus espíritus vuelven por tres días de fiestas en los cementarios y en las casas de los habitantes de cada pueblo. Preparan comidas especiales, como pan de muerto, chocolate de olla (chocolate amargo hervido con canela en una olla y alfeñiques (calaveras de azúcar que de costumbre hacen los menores con sus abuelitas). En dondequiera que vayas, durante los tres días, el 31 de octubre y el primer y segundo días de noviembre, se ven artesanías de muertos felices que se hacen de madera, del papel maché, y de barro. En 2005, tuve la experiencia más fascinantes de la vida cuando viajé al pueblo de Oaxaca para pasar la semana durante esta celebración. Visité el panteón del pueblo de noche, y estaba hermosa, con toda la gente festejando y las linternas y velas dando la luz para que la gente viera las comidas que habían traído para compartir con los amigos y los familiares, y los sacerdotes ofreciendo misas especiales para cada familia. También vi muchas ofrendas, preparadas por los adolescentes como parte de un proyecto del colegio público. Lo que siempre voy a recordar es la invitación que recibí del padre de una de las familias a festejar con él, su esposa, y sus ocho hijos. Fue una experiencia inolvidable. In todas partes del mundo se celebran días festivos, y en mi opinión, son una parte de las culturas más integral. Reunen a los miembros de familias, nos ofrecen unos días para descansar y dejar todos las responsabilidades del colegio y del trabajo. Dejamos los quehaceres para pensar en la importancia de la historia de nuestras comunidades, nuestros amigos y nuestras familias.</p> <p><b>RATIONALE FOR RATING:</b> This Sample of Advanced-level writing reports on a topic of personal and general interest: how the Day of the Dead is celebrated in Mexico. The writer presents a complete narration mixed with descriptive detail in appropriate present and past time frames, and includes elaboration to provide clarity (A</p>

veces se compare a “Halloween”, pero es una celebración completamente diferente y tiene su origen en la cultura de las indígenas de la sociedad maya, y también tiene un poco de la influencia de la iglesia católica.)

The writing is connected and cohesive, and it shows good control of basic structures and both generic and some specialized vocabulary. The presentation of all the information in one long paragraph while not optimal, does not impede comprehension due to the clarity of the communication and the helpful internal ordering of information according to distinct focuses: how the Day of the Dead is celebrated in general in Mexico, a personal experience the writer had in conjunction with this celebration while in Mexico, and some opinions and ideas on the importance of national holidays and what they offer the general population.

This Advanced-level writer expresses meaning that is comprehensible to those accustomed to non-native writing despite some lexical, grammatical, stylistic and spelling errors.

## Writing Proficiency Samples - French

Levels of Proficiency	
<b>Novice</b>	<p><b>FAVORITE PLACE</b></p> <p>Cette place est tres baile et a une park. Il y a beauçout plage et sais jolie a regarde. C'est mon favorite place parceque sais mervailleure.</p> <p><b>RATIONALE FOR RATING:</b> This writer at the Novice level is able to produce formulaic language on a familiar topic, relying mainly on practiced material. Even though there is an effort to create simple sentences, these sentences are filled with inaccuracies and are difficult to understand even by those accustomed to non-native writers.</p>
<b>Intermediate</b>	<p><b>EMAIL TO A FRIEND</b></p> <p>Salut Yves. Je suis très content que vous a décidé visiter les Etats-Unis. J'habite en l'état de Pennsylvanie dans la ville d'Indiana. Indiana est vraiment une ville de l'université. On peut trouver beaucoup des activités faire ici. La ville est située près de la forêt donc vous pourriez faire de la randonnée. Vous nageriez dans la lac quand le temps est beau. Au moment il fait très froid donc la lac nést pas un bon choix, mais si vous arrivez cet été ce nést pas un problème. Aussi les groupes des étudiants rencontrent à l'université et quelquefois ils voyagent autours l'état. Quést que vous aimez faire ? Est-ce qu'il y a quelque chose je peut préparer pour vous avant cet été ? Je veux votre séjour être le mieux possible. Je vous verrai cet été. A bientôt</p> <p><b>RATIONALE FOR RATING:</b> This sample of Intermediate-level writing consists of discrete sentences and questions loosely strung together. The writer is able to provide information pertaining to his local environment, which is a predictable and familiar topic. The writer uses basic vocabulary and structures to express meaning that is comprehensible to the writing of non-natives.</p>
<b>Advanced</b>	<p><b>THANKSGIVING</b></p> <p>Tout le monde attend avec impatience l'arrivée de la fête de Thanksgiving. C'est une fête que tous les Américains adorent et dont les racines sont très vieilles. Tout le monde sait l'histoire des Américains natifs et les Pilgrims. Mais la fête est devenue plus moderne où l'on se contente de manger et boire. On peut presque sentir la dinde cuite, les pommes de terre purées, les potates douces, le farce, etc. Les pensées de la famille rechauffent le coeur de tout le monde alors que les amis se disputent qui va gagner les matches de football américain.</p> <p>Je me souviens d'une de ces fêtes que j'ai eue. J'étais encore au collège et comme je faisais chaque année, j'attendais l'arrivée de ma famille. Je me suis réveillé et le sent du repas mést arrivée lorsque j'ai quitté ma chambre. Après m'être lavé et m'être habillé, je suis descendu les escaliers et j'ai parlé avec mon père des matches de football américain qui auraient lieu plus tard ce jour-là. Quelques heures plus tard, après avoir attendu ma famille depuis mon réveil, les membres de la famille ont commencé à arriver peu à peu. Finalement, tout le monde est arrivé. Comme chaque année, nous sommes sortis pour jouer un petit match de football américain. Pourtant, personne n'a su que le four n'avais pas été allumé. Lorsque l'on est revenu, on s'est rendu compte qu'on ne pouvait pas sentir la dinde. Ma grande-mère s'est approchée au four et s'est tournée vers nous après quelques secondes d'inspection. Elle nous a dit que la dinde est toujours crue et que le four nést pas allumé. Si l'on l'avais allumé à ce moment-là, nous l'aurions mangé à minuit! Nous avons donc décidé de sortir et d'aller à un restaurant chinois. Je n'oublierai jamais cette histoire comique qui mést arrivée. L'importance de cette histoire n'est pas de faire rire aux lecturs (même elle le fait et nous en avons rit) mais de souligner la famille. Même notre repas n'était pas parfait, nous étions ensemble et cela était important. Il est toujours important de faire la fête parce que les fête reunissent les gens. Si l'on ne fêtait pas, le monde serait terrible. La vie serait surtout individuelle et les moments spéciaux seraient rares et peu importantes. Ce sont les fêtes qui nous rappellent ce qui est vraiment important dans la vie.</p> <p><b>RATIONALE FOR RATING:</b> The writer demonstrates the ability to narrate and describe in present and past time with good control of aspect, while relating a Thanksgiving experience. The text, of several paragraphs in length, exhibits a variety of cohesive devices and the ability to provide details. Even though mistakes are present, there is good control of basic syntactic structures and a generic vocabulary. Native readers not accustomed to the writing of non-natives can easily understand this text.</p>



*Engaging Students for Successful Futures*

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## **MEMORANDUM**

TO: Dr. Kelly Pew, Superintendent

FROM: Dr. Bill Cook

SUBJ: Student Input to Administrators

DATE: April 4, 2017

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The attached information is a follow up and summation regarding how students in our school district provide input and feedback to district and school leaders. Middle and high school principals provided information on how they collect and use information and feedback from their students at their respective levels. School leaders continue to discuss additional opportunities to engage students and assess their feedback.

At the district level, student input and feedback are provided through the Superintendent's Student Advisory Council and through Student Surveys of all high school juniors.

The Superintendent's Advisory Council is comprised of five to seven students per high school and meets quarterly to provide input to Dr. Pew on a variety of topics including budget, calendar, instructional programs, along with strengths and growth opportunities for their individual schools and the district overall. Students have also given feedback regarding state accountability model considerations and random drug testing for athletes.

Opportunities for high school students to provide feedback to administrators vary from school to school. Strategies to elicit student feedback in our schools may include:


- Focus groups
- Student representation on Career and Technical Education Advisory Boards
- School Improvement Committee representation
- Student Council/Student Government organizations
- Meetings with student newspaper reporters
- Advanced Placement/International Baccalaureate student meetings with Advanced Studies Coordinators, followed by principal briefings
- Meetings with Teacher Cadets
- Informal conversations with students are cited as valuable to all high school administrators, along with the importance of being visible and accessible in order to converse regularly with students
- One school plans to gather input from all students through a school-wide survey during Advisory period at the end of the year

Additionally, middle school administrators were given an opportunity to share strategies for eliciting student feedback. The following examples were provided:

- Student Advisory Boards/Student Advisory Groups have provided input leading to changes in the cafeteria, advised about devices, courses offered, & instructional strategies
- Student Council
- Surveys of the entire student body done as part of students' Problem-Based Learning Projects to determine needs or supports
- Cafeteria Advisory group provides menu input
- Informal conversations
- Surveys completed through character education time
- Suggestion boxes
- Student-initiated club opportunities

While not fully inclusive, the lists above provide an overview of ways students provide their administrative teams with feedback regarding the operation and life of their schools.

# Memo

**TO:** Dr. Kelly Pew  
**FROM:** Terri Smith   
**DATE:** April 6, 2017  
**SUBJECT:** New District Office Funding

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A question was asked from a board member requesting the funding breakdown for the new district office.

The funding breakdown for the new district office is as follows:

Land Sale Proceeds	\$3,177,905
Remaining 2015 GO Bond Proceeds	\$ 115,115
Excess Sinking Fund GO Bond issuance	<u>\$3,206,980</u>
	\$6,500,000





ROCK HILL  
*Schools*

Energy Conservation Program

# April 4, 2017 RHSD School Board Work Session

Energy Management Report Follow-up information in response  
to questions asked by The School Board members

**Q. Is a demand limiting strategy viable and how much it could it possibly save the School District?**

- A. There is certainly an opportunity to save money by reducing our peak demand. However, I am very cautious about applying this practice because the effect, in my experience, has always been a reduction in occupant comfort during the cooling season. There are at least 3 of our larger schools (SPHS, CHMS,

**(e) Monthly rate.**

(1) Customer charge: \$632.82 per month.

(2) Demand charge per kw of:

Billing demand: \$14.584 per kw.

Excess off-peak demand: \$7.037 per kw.

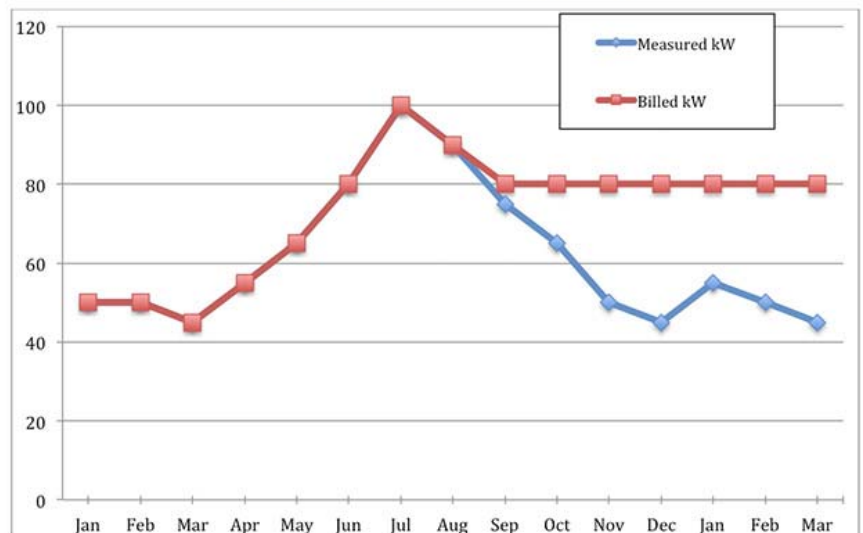
Excess summer demand: \$28.669 per kw.

(3) Energy charge: 4.813 cents per kwh.

STMS) on the rate structure shown below which is fairly complex. The billing information we receive does not give us quite enough information to break down the charges. If we were to target a 10% reduction in demand for a building that is normally experiencing 1000 kW, we would be shedding 100 kW which could potentially save \$2,800.00 in one month. I checked some of our other schools and found that the rate structures have a fixed demand charge throughout the entire year of about \$7 per

kW. Keep in mind that “billed demand” is the maximum demand experienced over the previous 6 months. If we experience our maximum demand in July or August, we will be paying that demand charge each month for the next 6 months. It has been on my “hit list” to experiment with this strategy and I have made some changes to the EMS to allow historical data collection that we will eventually need to implement a successful strategy. The difficult part of demand limiting is the actual strategy to deploy without affecting comfort levels unacceptably. Remember that we implemented a District wide cooling set point standard of 74 Deg. F. last year which only makes an endeavor like this more difficult. We have found that any global cooling set point higher than 74 deg. F. results in a flood of complaints.

Measured kW vs Billed at 80% Ratchet (started in July)



**Q. Did we remove the Head Start program energy usage and cost information from the reporting since it is now renting the space it occupies?**

- A. Even though the Head Start program is self-funding their operations by paying rental fees, the utility costs are still being paid from the District utilities account as part of the Children’s School at Sylvia Circle. The maintenance and operation of the building still belong to the School District so it seems appropriate for their energy usage to be monitored and reported along with the rest of the District.

## Q. What are the top 3 initiatives or things we can do to continue to save energy?

This is a great question! I appreciate the opportunity to expand on this.

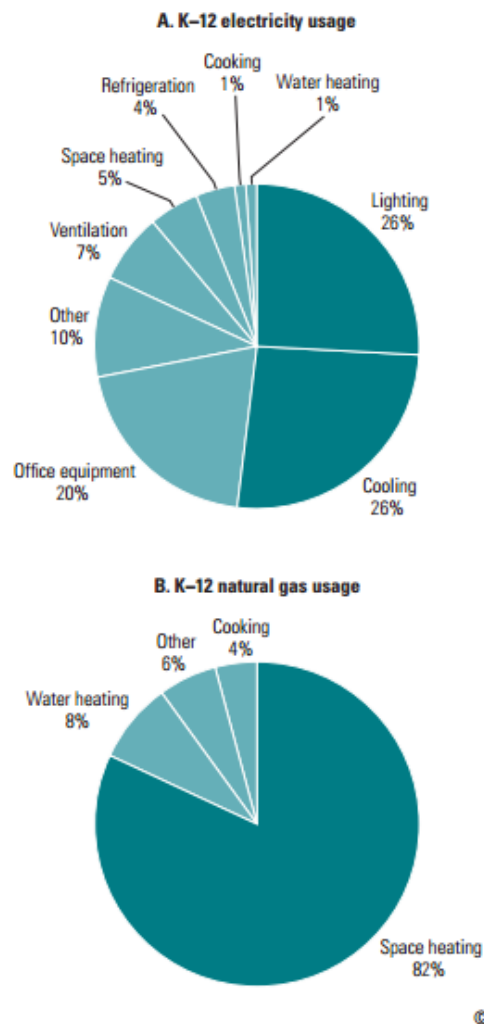
1. Fundamentally, I believe the most important thing we can do is actively pursue the goal of efficiency through an energy management program, like the one we have at Rock Hill Schools.
2. It's important to understand how our facilities use energy and be able to recognize opportunities to improve efficiency. To do this, we must understand the function and operation of the buildings and systems that consume the energy we purchase.
3. We must be knowledgeable in the industries that surround the operations of our buildings, specifically the energy consuming components so we are informed of emerging technologies and techniques.

Above all, these efforts must align with, and help achieve the goals of Superintendent Pew.

Some specific projects that we are focusing on currently:

1. Rooftop and ground mounted solar projects at Independence ES, Oakdale ES and Applied Technology Services. We highlighted the Independence ES project in the report.
2. Site lighting replacement project at Northwestern HS. This is an efficiency project because we are doubling the light output in the Athletics parking areas while keeping the energy costs the same. This is being done to help correct a lack of light in this area.
3. Systematic Removal and replacement of electric resistance heaters in the hallways of our Elementary Schools with new Heat Pump units. Again, this is an efficiency initiative to create a more comfortable environment without costing the district more in energy. The old electric heaters are expensive to operate and only provide heating. The new heat pumps are efficient to operate and provide cooling as well as heating.
4. Hallway and classroom lighting controls for Northwestern HS and Rock Hill HS. This will give us the capability to shut off all lights, including emergency lights whenever the security system is armed.

Figure 1: K-12 energy consumption by end use in the U.S.  
Data from the U.S. Energy Information Administration show that lighting and cooling account for 52 percent of electricity use (A) and that space heating accounts for 82 percent of natural gas use (B).



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