



SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

South Carolina Public Charter School Application
for
Carolina Voyager Charter School
Charleston, SC



Deadline for Receipt of Applications:
12:00 p.m., Wednesday, May 1, 2013

South Carolina Charter School Advisory Committee

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State Superintendent of Education

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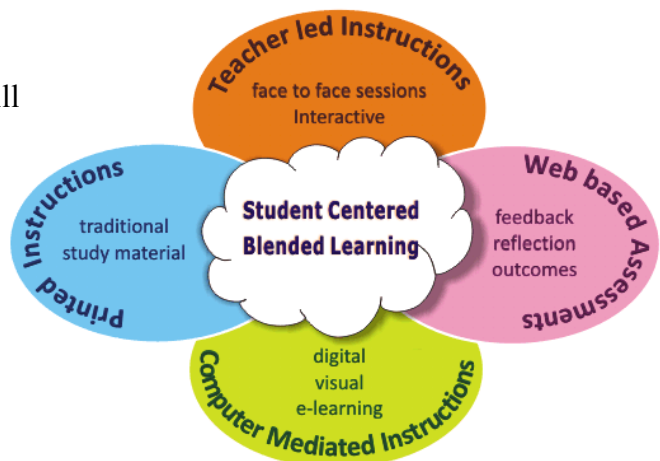
1. Mission Statement and Executive Summary

Mission Statement: The mission of the Carolina Voyager Charter School is to create resilient learners and empathetic citizens by fostering, supporting, and promoting excellence in learning in an engaging, technology rich environment, balanced with the social and emotional development of today's student.

Located on the Charleston Peninsula, Carolina Voyager Charter School (CVCS) will successfully launch young explorers in kindergarten through grade 8 for success in high school with a unique learning methodology. The school will implement national best practices of technology learning with teacher-led instruction in a school culture that also nurtures social and emotional learning needed for a dynamic learning journey. The classroom technology will consist of Internet-based or server-based software aligned to the state curriculum standards and differentiated for the individual student. To improve student achievement the school's individualized learning model will be supported by ongoing teacher development and parent empowerment.

The vision of the school is aligned with the purpose of the SC Charter School Act to “create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups.”

The key features of our program that will help accomplish our mission include the use of a blended learning teaching model, which combines traditional classroom teaching with individualized instruction and online



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technology to meet the specific needs of each and every student. A focus on individualization, in concert with a deep parental engagement strategy and focused teaching and leadership development, will provide a unique learning experience.

We will open the school in August of 2014 with 92 students in grades kindergarten (46), first (23), and second (23). In each subsequent year, we will add a grade until we reach capacity of 414 students with 46 total students in two classes per grade (K-8) in 2020.

One of the unique features of our proposed school will be the incorporation of Social and Emotional Learning (SEL). We plan to partner with Wings for Kids, a Charleston-based non-profit organization that provides this type of learning program in several public schools in Charleston. The Collaborative for Academic, Social, and Emotional Learning has found that schools that create socially and emotionally sound learning and working environments and that help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students, and higher levels of teaching and work satisfaction for staff. SEL *promotes* young people's academic success, health, and well-being at the same time that it *prevents* a variety of problems such as alcohol and drug use, violence, truancy, and bullying. The school will partner with regional and national experts in developing the culture of the school.

The proposed school day will be from 8am until 4:00pm Monday – Thursday and 8 until 2:30 on Friday to allow for teacher planning time. Before and after school programs will be incorporated into a cohesive culture of the school.

Admissions to the school will be by random, public lottery, and open to all South Carolina residents, though families on the Charleston peninsula will be specifically targeted in our early marketing efforts. We will strive to mirror the demographics of the school with the

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diverse demographics of the Charleston peninsula.

The need for a school like CVCS in downtown Charleston is supported by data from the 2010 US Census as compared to enrollment numbers from the Charleston County School District, as well as the SC Department of Education's School Reports Cards. In the 2010 US Census, 7416 school-aged children lived in downtown Charleston while only 1644 (or ~23%) are enrolled in downtown public schools.

Of the seven public elementary schools available to downtown residents, six received a rating of "average" or below on their state report cards from the South Carolina Department of Education for the 2011-2012 school year; the one school with an excellent rating is a county-wide academic magnet school. Of the five middle schools available to downtown residents, four received a rating of "average" or below; the only excellent rated school again is the county-wide magnet school. Many downtown residents send their children to public schools in other areas of Charleston or to private schools.

2. Evidence of Need and Support

Four informational community meetings were held at the Charleston County Public Library, a local business office, and a community center in March and April to provide a venue for interested parents and community members to learn more about charter schools, the blended learning method and the plans for CVCS. At each of these meetings, Charter Committee members discussed the vision and mission of the school with a PowerPoint presentation, distributed fliers and Letters of Student Interest for parents to complete, and answered questions.

These informational meetings were promoted to the public via:

- Website and Facebook pages
- Email Marketing (targeted list of over 100 families) once per week for eight weeks
- Postcards mailed to 7,000 families in early April
- Calendar listings on local parent group and newspaper web sites
- Public Relations - Press Relations and Press Releases (sent to list of 50 Charleston area reporters)

Diette Courregé Casey, the education reporter with the *Post and Courier* newspaper in Charleston, ran a story on March 16, 2013, about the Carolina Voyager Charter School's plans and upcoming community meetings (<http://bit.ly/ZYCgsg>). The *Charleston City Paper* also published an article about the school on April 17, 2013 (<http://bit.ly/ZxTBcA>)

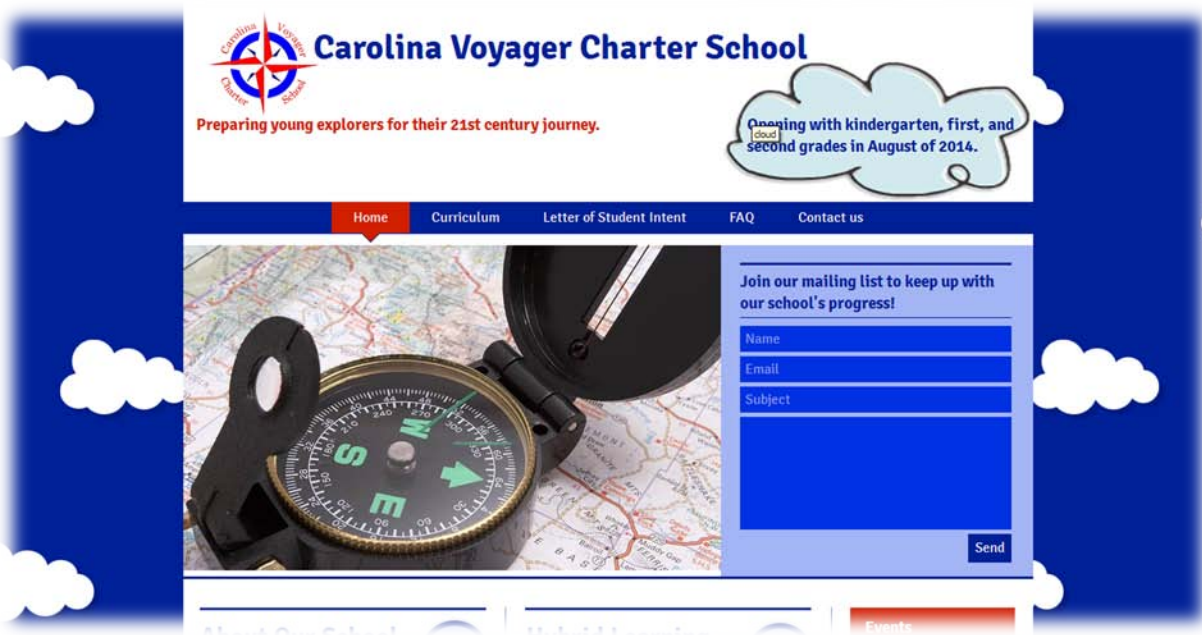
CVCS also distributed Letters of Student Interest for parents to complete on our web site (www.carolinavoyagercharterschool.org) and Facebook page, and upon request. As a result of our efforts, we have received 65 Letters of Student Interest for CVCS, which includes 78 students who would be eligible for enrollment in the 2014-2015 school year (85% of first year enrollment needed). Enrollment per grade level based on these Letters of Interest is shown in the

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following graph:

Grade	Number of Students Interested for 2014-2015 School Year
Kindergarten	36
First	22
Second	20

In March 2013, a website (www.carolinavoyagercharterschool.org) was created for CVCS to serve as a resource for information on charter schools, the blended learning method and the proposed school. The website allows people to register to receive information via email from the CVCS Charter Committee and submit questions and/or comments. In addition, the Letter of Student Interest is available for download. Sixty-three individuals “opted-in” to receive emails and 19 individuals contacted the CVCS Charter Committee with questions and/or comments via the web site. Below is a screen shot of the home page of our web site:



The CVCS Charter Committee began meeting in January 2013 with the goal of forming a school that would provide the children of downtown Charleston with a unique learning experience in an environment where teachers would be excited to be a part of a 21st century learning model. The committee was initially formed through word-of-mouth among friends and

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neighbors, and decided on the blended learning model as an alternative to the traditional and Montessori programs offered in other downtown public schools. The Charter Committee consists of area parents, public school teachers, including SC certified teachers, and business leaders:

Committee Member	Leadership Experience and Credentials
Russ Daniels (Chair)	Parent and IRS Auditor Masters in Professional Accountancy, Clemson University
Tom Bonavita	Parent and owner of education-based technology business
Kara Crowell	Parent and owner of construction company B.S., Family and Child Development, Auburn University
Jamila Gadsden	Parent and former CCSD math learning specialist and math teacher, educational technology consultant M.S. Education Leadership, The Citadel
Dick Latham	Educator with 25 years' experience teaching early childhood education M.S. Early Childhood Education, College of Charleston
Maj. Renee Jefferson, Ph.D.	Parent and statistics professor at The Citadel Ph.D., Educational Measurement and Statistics, University of Iowa, served on Charter Committee for Charleston Charter School for Math & Science (CCSMS)
Vernica Pearson	Parent and public school bus driver
Marc Stein	Parent and owner of printing company
Elizabeth Walker	Parent and grant writer at MUSC M.A. Public Administration, Walden University
Diana Yarborough	Parent and former ELA teacher M.S. Early Childhood Education, UNC-Asheville, served on Charter Committee for CCSMS

CVCS's communications and outreach efforts are directed to the peninsula of Charleston; however, because we are applying for sponsorship from the Charleston County School District (CCSD), enrollment may be open to any child living in Charleston County. CVCS has employed alternative means of communication to eliminate barriers that could impede equitable access or participation.

To reach as many families using multiple means, our communication efforts include email and social media, a website, and flyers posted at churches, community centers, and

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storefronts frequented by families downtown with children whose ages qualify for enrollment in grades K-2 in 2014. We mailed over 7,000 postcards to households in Charleston with young children and 50 preschools. We held four public interest meetings at various accessible locations in downtown Charleston-- two at the Charleston County Public Library on Calhoun Street, one at a local business in the North Central neighborhood, and one at the Arthur Christopher City Gym near Burke High School. We attended downtown neighborhood association meetings, as well as several minority business and ecumenical meetings. This broad communications effort is intended to reach families from all backgrounds to encourage a racially diverse mix of students enrolled that mirrors the population of the state of South Carolina.

On October 9, 2012, a group of downtown residents held a community forum titled “Education: A 2020 Vision for the Peninsula” that included a tour of several downtown schools and a panel discussion on the future of education. Seventy-five community leaders, teachers, parents, and politicians attended the forum and contributed valuable insight and ideas for next steps. Many attendees commented on the need for alternatives in public school choice for downtown families. The group identified the top three needs for downtown school children: expanded elementary and middle school options, better representation of the diversity of the peninsula in schools, and prevent families from sending their children off the peninsula for school by creating desirable schools downtown. In the 2010 census, 7416 school-aged children lived in downtown Charleston while only 1644 (or ~23%) are enrolled in downtown public schools.

As additional evidence of the success of existing charter schools in Charleston and the need for more charter schools, an article published March 27, 2013, in the Post and Courier titled “Charter Schools Bring Change” (<http://tinyurl.com/bplkxwa>) states “Parents, it appears, like

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having choices about where their children go to school. And they appear to be well satisfied with the schools' academics.”

[Wings for Kids](#), a community-based education program based in Charleston that weaves a comprehensive social and emotional learning curriculum into a fresh and fun program, has agreed to partner with CVCS to develop a version of their award-winning program for use in our after school program.

3. Enrollment

The CVCS Charter Committee, and subsequent Boards and Administrators, will publicize the charter school throughout Charleston with frequent updates to our web site and Facebook page, library bulletin boards, youth programs, and in articles in the local newspapers to ensure that families from all ethnicities, academic ability ranges, and socioeconomic levels are aware of this school choice option. Prior to and after applications are made available, the CVCS Charter Committee will continue to advertise and actively recruit families to consider CVCS as an educational choice for their child.

Ninety-two students will be recruited to enter the school for the first year of operation (2014). Two kindergarten classes, one first grade class, and one second grade class will be offered the first year. Each class will have 23 students.

The enrollment policy described below will be used by the Charter Committee for the first year of the school's operation. The first elected CVCS Board will set the admissions policies and procedures for subsequent years.

The CVCS Charter Committee will make applications available no later than October 1, 2013. A parent or guardian may enroll a student by submitting an application by email or US mail. The form will be available for download on the CVCS website, at local libraries, or by calling the school and requesting it be mailed. The deadline for submitting an application for the first operating year is Wednesday, December 17, 2014. Families may continue to submit applications after the December 17 deadline. These dates will be in place for the school's first year of operation, but may be amended by the Board of Directors in subsequent years.

If the number of applications received before December 17 does not meet or exceed capacity, then applications will be received and admission will be given on a first come, first

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serve basis. If the number of applications received by the deadline exceeds the number of slots available in a given grade, then a lottery will be held for that grade. Parents or guardians of applicants will be notified via email and/or US mail that the lottery will take place by the third week of January 2015. The lottery will be conducted as a public meeting and will be held at the school facility, or other appropriate place identified by the CVCS Charter Committee for the first year.

The lottery will be carried out in the following manner:

- A card bearing the name of each applicant will be made and sealed in an unmarked envelope;
- The envelopes containing the cards will be placed in a transparent container sufficiently large enough to allow the envelopes to be thoroughly shuffled;
- A community representative will draw one envelope at a time, and another community representative will open the envelope. Another person will read the name of the applicant between each drawing;
- Two people identified by the Board of Directors will record the names of the drawn applicants on a separate ledger and the number drawn will be written on the card.

This procedure will continue until all envelopes have been drawn and all names recorded. Parents will be notified of the results from the random selection process. A waiting list will also be formed by order of the lottery. Any applications received after the application deadline will be placed on the waiting list in the order received. As slots become available during the school year, students will be admitted from the waiting list.

Once parents or guardians are notified by email and/or U.S. mail of their student's acceptance to CVCS, the family will have 10 business days to complete and return the Student

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Admissions Packet, or notify the school that they will not be enrolling. Failure to return the Admissions Packet may result in loss of space which would then be offered to the next student on the waiting list. Reasonable attempts will be made to assist the family in completion of the information requested, and these efforts will be documented before the space is offered to the next student on the waiting list.

There is no appeal process when an applicant is denied admission because of lottery results, and acceptance to the school, either through standard enrollment or lottery, may not be deferred. In the event that CVCS denies admission for a reason other than the outcome of the lottery process, the student may appeal the denial to the sponsoring district. The appeal must be in writing and state the grounds on which the appeal is based. The decision made by that Board will be binding on the student and the charter school per Section 59-40-50 of the SCCSA (1996).

CVCS will not limit or deny admission or show preference to any individual based on disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. However, in accordance with SC Charter School law, CVCS may give enrollment priority to children of the CVCS Charter committee, children of a CVCS employee, and siblings of a pupil already enrolled, provided the priority enrollment for children of the CVCS Charter Committee or children of a CVCS employee does not constitute more than twenty (20) percent of the total enrollment of the school.

Enrollment will be open to all students eligible to attend public school in South Carolina or Charleston County. The CVCS Charter Committee intends to ensure that the enrollment of the school is similar to the racial composition of CCSD, which is 44.85% white, 44.31% black and 10.84% other, with no more than a 20% variance for either population. We will not admit a child who resides outside of CCSD.

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There is no desegregation order for CCSD (letter to this effect in Appendix D). Our broad communications effort as described in Section 2 above is intended to reach families from all backgrounds to encourage a socio-economic and racially diverse mix of students enrolled that mirrors the population of CCSD.

The Charter Committee members are committed to thoroughly publicizing information regarding CVCS by a variety of means to receive a pool of student applications that is similar to the racial composition of CCSD. To recruit students, community meetings will be held throughout Charleston County. The following table outlines CVCS's proposed efforts.

Community Outreach Plans for Enrollment of a Diverse Student Body
<ul style="list-style-type: none">• Forge relationships with guidance counselors and teachers in preschool and elementary (K-5) schools.
<ul style="list-style-type: none">• Provide displays at potential feeder schools and community centers.
<ul style="list-style-type: none">• Write articles about blended learning for publication in local newspapers, magazines, and family-oriented websites.
<ul style="list-style-type: none">• Post announcements in <i>Post and Courier</i> and other newspapers distributed or available to Charleston County residents.
<ul style="list-style-type: none">• Hold open house gatherings at the school (or public facility before school building is identified).
<ul style="list-style-type: none">• Send student and family-oriented newsletter to those who apply and encourage families to share it with other families.
<ul style="list-style-type: none">• Present to major employers located in the downtown area.
<ul style="list-style-type: none">• Meet with local religious leaders and their congregations who have strong ties to the community.
<ul style="list-style-type: none">• Make presentations to neighborhood organizations, especially those with relatively easy commutes to downtown Charleston.
<ul style="list-style-type: none">• Continually update the CVCS website to include an overview of the school, a printable application, enrollment procedures, deadlines, and contact information in case a student requires specific assistance in applying to the school.
<ul style="list-style-type: none">• Make school brochures and applications available throughout the county at libraries, churches, civic groups, neighborhood associations, and other similar organizations.

4. Educational Program¹ - A Voyage to Student Engagement & Success

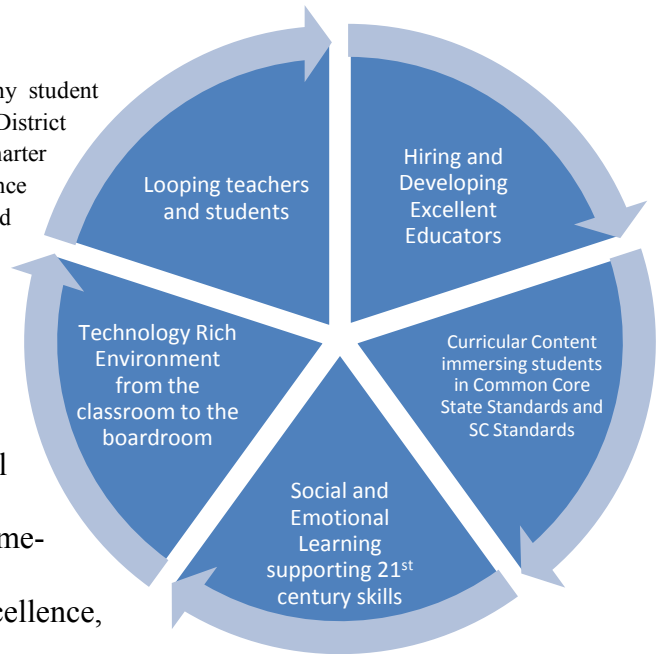
¹The CVCS educational program will meet or exceed any student academic standards adopted by the Charleston County School District (CCSD) and the State of South Carolina. The CVCS Charter Committee selected this educational program to meet compliance with all state and federal requirements, including the intent and purpose of the SC Charter Schools Act.

Educational Program Goals: The educational program of CVCS supports its mission of creating resilient learners and empathetic global citizens by focusing on three interrelated, outcome-oriented student goals: Academic excellence,

technological competence, and social and emotional intelligence. These three goals are incorporated into the educational program in an integrated, interdependent fashion.

Unique Approach with SEL-infused curriculum and school culture: Existing CCSD schools are implementing diverse curricular approaches to close the achievement gap and promote academic excellence and success in keeping with goals outlined in CCSD’s current Vision 2016 plan (“Vision 2016: Charleston achieving excellence”). There is no existing school, however, that incorporates CVCS’s innovative strategy of integrating academic excellence, technological competence, and social and emotional learning (SEL).

CVCS is unique in that the school’s entire educational program and learning environment is shaped by an infusion of SEL instruction specifically geared to foster social and emotional intelligence, a trait that has been identified as the “missing piece” to student success, as supported by evidence-based studies (“Emotional intelligence is the missing piece”; Zins et al. 225). Research shows that an exclusively academic oriented education produces students ill-equipped for future challenges and long-term happiness and success (Stern). In the past much



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attention was given to a student's intelligence quotient (IQ), but recent studies show that an individual's emotional intelligence quotient (EQ) is the best predictor of a child's future achievement, and is in fact a better predictor than IQ and technical skills combined (Stern).

CCSD Vision 2016 Goals¹	CVCS Goals aligned with Vision 2016
Close the achievement gap	Academic excellence (individualized instruction, meaningful assessments, looping) Technological competence (adaptive to meet needs of all students-closes technology gap) Social & Emotional Intelligence (provides learning skills that foster achievement)
Elevate achievement overall	Academic excellence (individualized mastery of rigorous academic content) Technological competence (necessary to excel in education and for career readiness) Social & Emotional Intelligence (fosters motivation for academic and social success)
Raise the graduation rate	Academic excellence (individual academic efficacy strongly correlated with decreased dropout rate ²) Technological competence (relevance to career readiness increases motivation) Social & Emotional Intelligence (fosters increased productivity and success in attaining short-term and long-term academic and personal goals)

¹ Goals published in "Vision 2016: Charleston achieving excellence." ² (Roderick and Camburn 311)

Differentiation of CVCS from schools served by Race to the Top-L3 Initiative: The only CCSD schools that will approach CVCS's emphases and goals are those schools slated for Race to the Top (RTT)-District funds through CCSD's Lowcountry Lifelong Learning (L3) plan. RTT-L3 schools, like CVCS, will implement a digital learning platform accompanied by personalized learning plans over the next four years. None of the RTT-L3 schools, however, will incorporate explicit and integrated SEL instruction.

Of the 19 low-performing, high-minority, low-income schools that will be served by RTT-L3, only two are elementary schools located in downtown Charleston: Mitchell Math and Science Elementary School and Memminger School of Global Studies. Of these, only Mitchell Math and Science Elementary School is in RTT-L3 Cohort 1 and is categorized as being ready for implementation over the next two years; Memminger School of Global Studies is placed in Cohort 2 and is categorized as needing additional support before RTT-L3 can be implemented,

and full implementation will take place over a four-year timeline. CVCS, on the other hand, will implement rigorous personalized learning programs, a technology-rich learning landscape, and SEL-infused curriculum immediately upon the proposed opening date of August 2014.

The evidence for community-based need and support for CVCS is outlined in Section 2, and implementation of RTT-L3 does not change that need. While there are similarities in the two downtown RTT-L3 elementary schools' and CVCS's strategies highlighting a digital platform and personalized instruction, no RTT-L3 school incorporates CVCS's unique SEL instruction infused within its academic curriculum and school culture. Additionally, none of the downtown Charleston schools slated for RTT-L3 funding house grades K-8; continuity of SEL-infused curriculum during adolescence is vital to realize desired outcomes.

SEL-infused school culture and 21st century skills: The Collaborative for Academic, Social, and Emotional Learning (CASEL) has found that schools that create socially and emotionally sound learning and working environments and that help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students, and higher levels of teaching and work satisfaction for staff. SEL *promotes* young people's academic success, health, and well-being at the same time that it *prevents* a variety of problems such as alcohol and drug use, violence, truancy, and bullying. The school will partner with regional and national experts in developing the culture of the school.

The school's culture will focus on the mission of the school and build on the following values for students and staff along with other stakeholders of the school:

- ✓ *I am a resilient learner who perseveres and succeeds.*
- ✓ *I am on a voyage to explore my strengths and skills.*
- ✓ *Empathy for my fellow citizens helps me grow.*

There will be one set of expectations (conduct rules) for the school, so students are clear

on expectations regardless if they are in class, art, lunch, or off-campus at a community service project site. Teachers will adopt this code of conduct during the pre-operation year so they can be fully prepared to implement it and act as role models when students arrive in August, 2014.

Stand-alone and integrated SEL curriculum: Social and emotional learning standards accompanied by assessment benchmarks have been implemented in K-12 education in select schools in Arizona, Illinois, Alaska, and Wisconsin (“Teaching and Learning”). The four commonly recognized components of effective SEL instructional strategies will be implemented at CVCS: 1) *Adults are role models* – Educators, administrators, staff, and parents will be provided with professional development and/or workshops emphasizing the importance of and strategies for being a role model as a thoughtful, upstanding civic and global citizen. 2) *Classroom management*—A climate for learning will be created that promotes the formation of deep relationships built upon mutual respect and trust. A restorative justice style of classroom management that focuses on relationships and repairing the harm caused by inappropriate behaviors will be implemented. 3) *Pedagogy*—Pedagogic methods based upon SEL standards will be implemented and social, emotional, and civic competencies will be assessed (CASEL; “Teaching and Learning”). 4) *SEL-specific curriculum*—An explicit SEL curriculum chosen from CASEL’s 2013 guide to effective evidence-based SEL programs will be implemented both as a stand-alone curriculum with dedicated class times and/or advisory periods, and will also be included within academic lesson plans and classroom activities so that SEL instruction will permeate the entire school culture of CVCS. CVCS plans to extend SEL instruction in afterschool activities by partnering with Wings for Kids (See Appendix B for partnership letter.)

Charter School Curriculum Development Model: After researching educational models compatible with CVCS’s mission and goals, we selected the “Charter School Curriculum

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Development Model” developed by Cynthia Millinger, a national charter school curriculum expert with Charter School Essentials (see Appendix G). This model provides an infrastructure for student-centered curriculum development with a continuous loop of standards, assessments, instruction, resources, and reflection. Students at CVCS will embark on a voyage with a comprehensive research-based curriculum that advances the mission of the school and its overarching goals of academic excellence achieved thorough individualized instruction, the use of innovative technology to foster competence and creativity, and social and emotional intelligence gained by an infusion of SEL throughout all areas of instruction.

Authentic school-wide implementation of innovative technology: CVCS addresses the career readiness needs of today’s student by providing a rigorous, individualized academic curriculum in a technology rich setting that ensures competency yet closes the technology gap. Most schools implement technology via computer learning labs or scheduled media center visits. Although CCSD’s 2013 Master Technology Plan calls for hardware and software upgrades and innovative use of technology in the classroom, current school-wide technology use in CCSD is classified as “emerging” (McCarron 25). CVCS will implement innovative school-wide use of technology immediately to foster individualized, adaptive instruction, technological competence, and career readiness for all students, and would qualify as “innovating” within CCSD’s Master Technology Plan from day one.

Pragmatic Problem Solving: The CVCS Charter Committee recognizes that one-to-one computing on tablets and/or laptops is not innovative in itself in 2013; however, it is the school’s ongoing commitment to embrace emerging technologies and encourage student and teacher-developed, innovative solutions to problems with technology that will be the difference at our school. We strive to be a local and national model sharing best practices in using technology to

develop solutions that close the achievement gaps among students, and will serve as an incubator or test facility for technology use with CCSD's youngest students.

Blended and flipping strategies for individualized instruction: In the classroom, teachers will implement a blended learning strategy that allows students to work in a range of modalities. Adaptive individualized learning experiences will be customized for each student with a balance of live and online instruction for academic and SEL curricula. Online instruction allows for a high level of engagement, remediation as needed, self-paced progression, and real-time assessment, and also provides more opportunities for small group face-to-face instruction for students who are not utilizing technology at a given time.

"Flipping" classes involves having students watch lectures online as homework so that they arrive at school ready to discuss, debate, and solve problems and engage in active learning and lab activities. Flipped classrooms enhance SEL and learning collaboratively at school, and individually at home by encouraging independent research and literacy growth. Technological competence, addressed formally and robustly on campus, is further enhanced by utilization of mobile technology brought into the home and aids in closing the technology gap.

Closing the technology gap with Internet access and hardware: Families of qualifying students will be able to participate in Comcast's Internet Essentials program (<http://www.internetessentials.com/>), which provides \$10 per month Internet access, \$149 computers, and free training. CVCS will help families with students eligible for Free and Reduced Lunch pay for Internet access for school-issued technology. All families, students, teachers, and administrators will therefore have the capability to communicate and collaborate as CVCS eliminates this component of the technology gap.

Anytime, anywhere learning: Teachers will design course content using cloud-based software

that allows student access in the classroom and at home. School-issued technology and available assistance for Internet access ensures that all students will have access to course content and assignments. This capability will be utilized to differentiate and promote independent learning and inquiry in and out of the classroom.

Technology-based learning centers: CVCS will utilize software programs that allow teachers to implement critical aspects of inquiry-based learning and utilize learning centers in all grades to engage students in acquiring knowledge. Centers permit different learners to operate at their own pace independently. Depending on the assignment and learning goal, centers can promote SEL and encourage collaborative work. Teachers will incorporate the use of technology with center-based education aligned with Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).

Looping: Looping is a key instructional strategy that will be implemented at CVCS to solidify meaningful student-teacher relationships. Research shows that looping makes a dramatic impact on students' lives and their academic success. A few CCSD schools loop selected individual classes or grades, but there is no K-8 school that fully implements this instructional strategy. Looping has existed for several centuries in Germany, Japan, and Italy (Simel, 1998) and was popularized by Dewey and his colleagues in the early 1900s as a tool to build relationships and enhance practice (Grant, Johnson, & Richardson, 1996; Simel).

The advantages of looping for teachers, students, and families include saving time, building relationships, and supporting student engagement. Looping provides additional time with a teacher, which, in turn, enhances instruction and assessment. Relationships benefit from the stability afforded by looping. Engagement among teachers, students, and parents increases and fosters the social development of students due to the multiyear investment. This research is

further discussed in Appendix G.

In the younger grades at CVCS, teachers will loop with students for two consecutive years in grades K-5. Students in grades 6-8 will stay with the same team of teachers for three years in a way that engages looping in the core subjects of ELA and math with a scaffolding of skills to build on their future success in high school and beyond. The complexity and magnitude of changes young adolescents experience during the middle school years are profound, and the development of meaningful relationships is imperative. Researchers posit that middle school looping *supports meaningful relationships and learning* (Carnegie Council on Adolescent Development, 1989; George & Lounsbury, 2000; Jackson & Davis, 2000; National Middle School Association, 2003; Nichols & Nichols, 2002; Simel, 1998; Westerfield, 2009 and <http://www.amle.org/research/researchsummaries/looping/tabid/2090/default.aspx>.)

Academic Curricular Content- General Curriculum and Instructional Strategies: CVCS is committed to meeting and/or exceeding all curriculum standards adopted by the State Board of Education (Current standards and CCSS to be implemented the year we open can be found at <http://www.ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/>.) CVCS's curricular content and supporting documents can be found in Appendix G. To ensure CVCS course work is aligned with all current and future state adopted standards, the school leader, staff, and teaching faculty will implement clear process of implementation to include, but not be limited to:

Process to ensure alignment with standards for each child in each grade level (to be done each year):	
➡	Reviewing all standards prior to the implementation deadlines as a staff.
➡	Identifying and attending professional development opportunities related to standards.
➡	Cross training appropriate staff and developing instructional strategies and formative assessments to ensure student success.
➡	Review data of student assessments and take action steps for recommended changes.
➡	Implement individual student data system to track mastery of key concepts of the common core during the year and to be shared with teachers as they “loop up” to the next teacher.
➡	For teachers to successfully implement the CCSS and to meet the demands of the school's focus on technology and SEL, teachers will need to plan appropriately, scaffolding concepts and texts to create

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	increasing rigor and expectations at every grade level.
➡	The blended learning environment that incorporates technology will enable CVCS teachers to implement curriculum and instructional strategies that foster productive use of time for teachers and students.
➡	Once a teacher identifies a student's needs, the teacher and student can co-develop a solution to address the need.

With CCSS, it is understood that text complexity creates rigor in the classroom. Teachers will plan units appropriately that scaffold knowledge and support students in understanding complex ideas and values. Teachers will select pieces that reflect diversity and multiculturalism and span multiple genres. Teachers may teach texts thematically or through units. Lessons may incorporate aspects of project-based learning, inquiry-based learning, and interdisciplinary learning. Lessons and units will be designed with the product in mind (backwards-by-design) and scaffolded to ensure students move through all levels of Webb's Depth of Knowledge. More emphasis will be placed on levels two to four as students progress through units of study. Teachers will promote and teach critical thinking skills that require students to explain, detail, analyze, evaluate, develop, and create.

Teachers at CVCS will be able to spend more time with each student in small group and individual face-to-face interactions, and they will utilize this time to check understanding and assess gaps that need to be addressed. Once a teacher identifies a student's needs, the teacher and student can co-develop a solution to address the need.

Professional Development: With its unique combination of strategies to support academic excellence, CVCS recognizes that professional development is an additional key strategy that will be needed to ensure success. Please see Appendix G for the complete overview of this strategy as space is limited here.

Proposed School Day: The proposed school day will be from 8am until 4:00pm Monday – Thursday and 8 until 2:30 on Friday to allow for teacher planning time. Before and after school

programs will be incorporated into a cohesive culture of the school. Please see Appendix E for a proposed daily schedule and annual school calendar.

Addressing the Needs of Struggling Learners: To identify children who are struggling academically or behaviorally due to inadequacies in current or past instruction or in the curriculum, CVCS will employ the Response to Intervention (RTI) process in accordance with the SCDE's guidance document, *South Carolina Response to Intervention: A Framework and Technical Assistance Guide for Districts and Schools*. Essential components of RTI include:

- ✓ Monitoring students' progress in the curriculum with technically adequate assessments.
- ✓ Choosing and implementing a scientifically proven intervention to address students' deficits.
- ✓ Following explicit rules to decide which students are not making sufficient progress responding to the intervention.
- ✓ Monitoring the student's outcomes in the intervention with at least weekly or weekly assessments.
- ✓ Ensuring that the intervention is delivered with accuracy and consistency.
- ✓ Determining the intensity of the support that a student needs to be successful.

Upon identifying students at risk, CVCS will determine if there is a need to employ RTI. The School Leader may notify parents at this point of their child's lack of progress and request a meeting. At this meeting, CVCS will inform the parents what type of performance data will be collected, and how much; what general education services are planned; and what strategies the school will use to increase the child's rate of learning. CVCS staff will utilize emerging technology and software will be implemented as appropriate into the student's plans to increase student achievement and identify further areas of individualized focus. The School Leader and other staff will further develop their specific RTI process during the planning year. CVCS may refer a child for evaluation, and parents have the right to request that their child be evaluated under the Individuals with Disabilities Education Act (IDEA) to determine if he or she is a "child with a disability," as IDEA defines that term at §300.8.

5. Goals and Objectives

The following two overarching goals and related objectives are based on the mission of the Carolina Voyager Charter School: To create resilient learners and empathetic citizens by fostering, supporting, and promoting excellence in learning in an engaging, technology rich environment balanced with the social and emotional development students need to thrive in today's world.

These objectives will be used by teachers, administrators, and the board to ensure the school is advancing its mission and students are achieving academically. These goals and objectives will be reported to CCSD and the SCDE annually as required by the SC Charter Schools Act. Further information on the data collection of these goals and objectives is included in Section 6.

Goals and Objectives

Goal 1: For students to accomplish their personal academic achievement goals by developing socially and emotionally, and becoming resilient learners ready for the challenges of high school, college and life.

1.1 Each year, at least 90% of the students will demonstrate their resiliency to master rigorous academic content, make sense of complex problems, and persevere in solving them by meeting their annual individual academic goals based on their initial benchmark data for the year and projected growth measured by both formative and state-mandated assessments aligned with the Common Core.

1.2 For each cohort of students who have attended the school for at least three years, beginning in FY2017, at least 90% of 3rd through 8th grade students will demonstrate grade-level work in ELA as assessed by the state-mandated standards-based assessments.

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1.3 For each cohort of students who have attended the school for at least three years, beginning in FY2017, at least 90% of 3rd through 8th grade students will demonstrate grade-level work in math as assessed by the state-mandated standards-based assessments.

1.4 At least 95% of CVCS 8th graders will have an understanding of their resiliency as learners and their future academic goals as demonstrated by taking an active role in formulating their Individual Graduation Plan for high school based on their personal academic accomplishments documented in their electronic portfolio, state-mandated test results, their PSAT results, and career assessment tools.

1.5 Each year, to have at least 85% of the students meet their social and emotional skills goals using teacher observations and individual student rubrics with the Wings for Kids Program for K-5th grade students and the Emotional Intelligence Youth Survey for 5th grade and 8th grade students.

Goal 2: For students to be prepared to be empathetic global citizens committed to community service with the skills to use technology to conduct research, critically analyze data, and solve complex problems.

Each year:

2.1. At least 90% of students will demonstrate an increase in their global awareness by drawing connections and understanding other perspectives and cultures based on formative and summative assessments aligned with the Common Core State Standards.

2.2. At least 95% of students will demonstrate the ability to construct knowledge and communicate effectively using technology and digital media strategically and capably based on teacher-designed, cross-curricular rubrics and state-mandated assessments aligned with the skills to be developed with the Common Core State Standards.

2.3. At least 90% of students in grades 6-8 will demonstrate the ability to solve complex problems in a small group by successfully completing an annual group service project aligned with the goals of the Common Core Standards as documented in a web-based project management rubric and teacher observation.

2.4. At least 85% of students participating in foreign language instruction will demonstrate progress towards fluency in a foreign language and develop new insights and connections to the world as measured by educator developed rubrics and authentic assessments.

Strategies

Strategies to accomplish these Goals and Objectives were discussed at length in Section 4.

- Hiring and Developing Excellent Educators
- Complex Curricular Content immersing students in Common Core State Standards and SC Standards
- Social and Emotional Learning supporting 21st Century Skills
- Technology Rich Environment from the Classroom to the Boardroom
- Looping Teachers and Students

CVCS will also engage the families of our students in the education of their child so they understand the benchmark data from the beginning of the school year and the individual student goals for the academic year.

6. Evaluating Pupil Performance

CVCS's pupil performance evaluation plan will assess student achievement across the curriculum. The plan will be in alignment with state performance standards and the school's goals and objectives and will track student progress using quality and quantitative assessments. The table below presents the state's mandatory assessments and the SEL assessments to be administered:

	Assessments for Grade Levels
K-8th Grades	Assessments to Establish Benchmarks and Measure Progress for K-8 th Grade Students: <i>MAP or a comparable assessment will be administered to measure baseline data and achievement of reading and math skills.</i>
Third – Eighth Grades	State-Mandated Assessments Aligned with CCSS (coming in 2014): <i>Smarter Balanced Assessment (or other approved by SCDE) to measure achievement of CCSS for ELA, mathematics, science, and social studies. A summative assessment will be administered during the last 12 weeks of the school year.</i>
K-5th Grades	Social and Emotional Learning Assessments: <i>The Wings for Kids Program will teach social and emotional skills to K-5th grade students by incorporating SEL into the school day and throughout the curriculum. SEL will be measured via specific SMART Goals and Objectives.</i>
Fifth & Eighth Grades	<i>The Emotional Intelligence Survey for Youth will be administer for 5th grade and 8th grade students to determine pre- and post-social and emotional learning.</i>

Internal Assessments: The assessment plan is designed to administer summative and formative assessments to track students' academic achievement and SEL (Goal 1). The plan also includes a process to measure students' global awareness, their commitment to community service and their technology skills in conducting research, critically analyzing data and solving complex problems (Goal 2). The plan will use baseline and longitudinal data to determine achievement of Goals 1 and 2, to guide the professional development of teachers, and to adjust curriculum instruction.

CVCS Assessment Plan	
Baseline data gathering	CVCS will use the local school district's student achievement data to establish baseline data for the 3 rd through 8 th grade students. In addition, CVCS will collect and track student Reading/Language Arts and math baseline levels in 2014/2015 by administering MAP or an equivalent assessment for K-2 nd grades. PASS test scores for students entering CVCS in 3 rd – 8th grades will also be collected from their base schools to identify baseline achievement levels.

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Short-term goals	<p>CVCS will administer and collect ELA and math achievement data on K-2nd grade students from benchmark assessments using MAP or a comparable instrument beginning in 2014/2015 at least three times during the school year with a short-term goal of establishing the Year One benchmark databank for all students.</p> <p>Teachers will incorporate the Wings for Kids Program into the curriculum and design formative rubrics to determine students' social and emotional learning three times a year.</p> <p>Teachers will loop with students in K and 1st grade, 2nd and 3rd, and 4th and 5th grade to observe and assess students' social and emotional development using individual rubrics with the Wings for Kids Program and the Emotional Intelligence Youth Survey (EIYS) for 5th grade and 8th grade students. The 5th grade EIYS will serve as a pre-test of students' social and emotional development. The 8th grade test will serve as a post-test of students' social emotional development.</p>
Long-term goals	<p>CVCS will collect and establish an ongoing databank to monitor longitudinal student achievement trend data each year. This information will be utilized to achieve the SMART Goals and Objectives that are designed to meet the state and federal accountability standards for grades 3rd through 8th grade, to inform instruction, to identify staff development needs, and to align the allocation of funds, resources and materials to support high quality instructional services.</p> <p>CVCS will establish a process for supporting 6th, 7th and 8th grade students in completing group service projects. A group service project rubric with benchmarks for monitoring the process and to identify the students expectations, of goals and evaluate quality of the service project will be based on answering the following questions:</p> <ol style="list-style-type: none">1. Goals – What are the goals of the project?2. Research – What resources and supports will you need to complete this project?3. Quality – How will we all know that this is a high quality project?4. Process and Improvement – What do you need to do to turn in your best work?5. Project Management – How will you stay on track for this project? <p>The rubric will evaluate the student's achievement of the Group Service project on an "Exceeded, Achieved, Met or Attempted" rating scale.</p>

The school leader will prepare and disseminate the data on student achievement of Smarter Balanced goals to the faculty throughout the school year to inform instruction, prioritize needs and identify specific professional development activities to improve teaching.

Formal Assessments and State-Mandated Assessments: The school will use state-mandated assessments, most likely Smarter Balanced Assessments, along with computer-based assessments to measure the achievement of the proposed goals. The school is also considering using MAP and/or other assessments aligned with CCSS to be decided during the planning process. The chosen additional assessment will be administered to students in grades six through eight at the beginning, middle, and end of each year. Test results from the beginning of the year

will inform the academic and educational program needs for each student. Mid-year test data will be used to modify individual instruction programs for any student who is not making expected progress. The school will also use the Emotional Intelligence Youth Survey to determine 5th grade pre- and 8th post-SEL.

Data Collection, Analysis, Triangulation, and Management: The school will use an inquiry approach to collect, analyze, triangulate and manage information, activities and outcomes to support achievement of goals and objectives. This will include quantitative and qualitative data sources. The school will employ a data clerk to enter, collect and store information.

Quantitative data collection measuring achievement of state and federal accountability standards, and SEL goals and objectives will include Smarter Balanced scores, MAP benchmark assessments (or a comparable software assessment system) and Pre- and Post-Emotional Intelligence Survey results. The school leader will conduct summative teacher observations to ensure best instructional practices in the classroom and that all lesson plans are in alignment with state and federal accountability standards and CVCS's goals and objectives.

Qualitative data collection will include the assessment of the Community Service Projects using the Project Rubric, open-ended student self-evaluation questions on learning and the quality of instruction, the Wings for Kids assessments, and teacher/administrator observations of student classroom participation behaviors. The school leader will conduct formative teacher observations to provide instructors with specific suggestions, recommendations and advisement to improve their lesson plans and promote alignment with the SMART Goals and Objectives.

The quantitative information will be aggregated into longitudinal data tables to allow the school leader and teachers to monitor trends in student performance. The qualitative information

collected from the Community Project Rubric, the open-ended student self-evaluation questions on learning and the quality of instruction, the Wings for Kids assessments, and the teacher/administrator observations of student classroom participation behaviors will be aggregated into similar and dissimilar categories to allow teachers and administrators to identify relevant data that will then be triangulated with the quantitative student achievement scores. The comparison of the multiple qualitative and quantitative data sets will provide a valid and reliable means for targeting the strengths and weaknesses in instruction, as well as the level of alignment between instruction and the goals and objectives. Furthermore, the triangulation of these data sets will specifically reveal students who are falling below the achievement goals and support teachers in developing intervention strategies and procedures to take corrective action.

Communication of Student Assessments: Scores on the Smarter Balanced test will reveal how well students are learning the South Carolina state standards. The Smarter Balanced test will also allow stakeholders—parents, students, staff, and the broader community of taxpayers—to make an objective comparison of CVCS to other public schools in the district. Smarter Balanced test results will be provided by SCDE as soon as made available. State, district, and school summary data for each year are posted on the SCDE web site. SCDE provides paper copies to school districts for distribution to parents and schools as soon as possible following receipt.

Corrective Action Procedures if Pupil Performance falls Below the Achievement Goals: The school leader will work closely with the teachers, the students, and the parents to develop intervention strategies and procedures to take immediate corrective action for students who are falling below achievement goals and standards. Triangulation of quantitative and qualitative data will be used to identify students needing corrective action and to select valid and reliable intervention strategies to improve their learning and performance. The school leader will

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continuously monitor instruction, student achievement and teacher lesson plans to take appropriate action to support students, provide staff development and, if necessary, make changes in teacher assignments based on observations and evaluations. The following timeline presents dates, person(s) responsible, data collected, management and achievement of goals and objectives:

Carolina Voyager Charter School Timeline				
Start/End Date	Activity/Strategy	Related Goal/Objective	Person Responsible	Data to be Collected
Start 8/14 Ongoing	MAP or comparable measurement conducted 3 times a year	Baseline Academic Data Collection	Data Clerk	K-2 nd Reading & Math Scores
Start 8/14 Ongoing	Formative rubric assessments 3 times a year	Social and Emotional Learning (SEL) Data Collection	K-8 th Grade Teachers	K-8 th Grade Student SEL Measures
Start 8/14 Ongoing	Teacher/Student Two Grades Looping	SEL Observation & Assessments	K-1 st grade 2 nd – 3 rd grade 4 th -5 th grade Teachers	K-5 th Grade Student SEL Measures
Start 8/14 Ongoing	Wings for Kids Program	SEL Observation & Assessments	K-5 th Grade Teachers	Wings For Kids Assessments
Start 8/17 & 8/20 Ongoing	Emotional Intelligence Survey Youth Version	Pre-SEL and Post-SEL Assessments	Counselor, 5 th grade & 8 th grade teachers	Student SEL Measures
Start 8/15 Ongoing	Identify baseline achievement levels in 3 rd - 8 th grades	Baseline Academic Data Collection	Data Clerk	3 rd - 8 th grade PASS test scores
Start 8/15	Establish databank to monitor student achievement & SEL trend data each year	Goal 1.0 & Objectives 1.1, 1.2, 1.3, 1.4 & 1.5	Principal Teacher Data Clerk	K-8 th grade assessments MAP scores PASS scores PSAT scores
Start 8/14 Ongoing	Foreign language & global awareness instruction	Goal 2.0 & Objective 2.1	Teachers & Students in K-8 th grades	Foreign language fluency, formative measures & rubrics
Start 8/14 Ongoing	Using technology for research, analysis & problem-solving	Goal 2.0 & Objective 2.2	Teachers & Students in K-8 th grades	Use of technology in subject & grade level assignments
Start 8/14 Ongoing	Annual Group Service Project	Goal 2.0 & Objective 2.3	Teachers & Students in 6 th , 7 th and 8 th grades	Service Project Rubric
Start 8/14 Ongoing	Foreign language & global awareness instruction	Goal 2.0 & Objective 2.4	Teachers & Students in K-8 th grades	Foreign language fluency, formative measures & rubrics

7. Serving Students with Special Needs

CVCS, as a public charter school, is aware that its enrollment must be open to any student and that it must provide a free appropriate public education by offering services as needed for students with disabilities. CVCS will comply with the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA), and any revisions thereof in their entirety. Furthermore, CVCS will demonstrate adherence to the following legal principles, outlined in the above-mentioned legislation:

- zero rejection of students with disabilities;
- individualized education programs (IEP);
- free appropriate public education;
- least restrictive environment;
- due process and parental involvement;
- highly qualified teachers; and;
- nondiscriminatory evaluations.

CVCS will work closely with CCSD to ensure that all students identified as eligible for special education services and Section 504 services receive those special education services and/or accommodations as described in their individualized plans. CVCS will comply with all applicable laws and regulations, as well as the policies of the local education agency (LEA) that are applicable to charter schools as they relate to identifying students with special needs, developing individualized education programs, and providing related and transition services. CVCS may employ faculty or contract with service providers of our choice to carry out the above-stated responsibilities.

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Any special education teachers employed by CVCS will have certification and highly qualified status consistent with the requirements of Title III of ESEA and other applicable South Carolina regulations. Student needs and the staffing required to serve those needs will be reviewed on a continuous basis, and staffing will at all times be in compliance with all federal and state laws and regulations.

CVCS understands that as a public charter school it is responsible for providing the full range of services and placement options typically provided in South Carolina public schools. If it is determined by a student's IEP that his or her least restrictive environment is a specialized placement not typically provided by each school in South Carolina, CVCS will work closely with its LEA to ensure that appropriate arrangements are made for that student's specialized placement and services. CVCS may contract with other agencies to provide the full range of services needed for any child with special needs.

The proposed 5-year budget, attached as Appendix M, verifies that both personnel and program needs have been adequately planned for and funded.

CVCS will collect and established an ongoing databank to monitor longitudinal student achievement trend data each year. This information will be utilized to achieve the SMART Goals and Objectives that are designed to meet the state and federal accountability standards for grades 3rd through 8th grade, to inform instruction, to identify staff development needs, and to align the allocation of funds, resources and materials to support high quality instructional services. The results of these assessments will enable CVCS teachers to identify each student's baseline of achievement and progress over the course of the academic year. These highly practical tools will help teachers and parents identify where a child's strengths are, as well as specific areas the teacher and student need to address.

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Additionally, all public schools operating in South Carolina are evaluated annually on the academic progress of all students eligible for special education services as part of the annual school report card process under “closing the gap” criteria. This data will be reviewed and evaluated as part of our school’s internal evaluation procedure.

As part of our ongoing needs assessment, CVCS will hire employees, contract with CCSD, or contract with other agencies to ensure that all students receive the educational services and support that they need to make the appropriate educational gains. During the planning year, CVCS will work with CCSD to ensure that services and funding are available for students who need special education.

CVCS is committed to working with students and families to ensure that students with disabilities are provided an equal opportunity to participate in nonacademic and extracurricular activities. CVCS will therefore make reasonable modifications to its policies, practices, or procedures, and provide aids and services, whenever such modifications are necessary to ensure equal opportunity for participation, unless the requested modification would constitute a fundamental alteration of the nature of the extracurricular activity.

In considering whether a reasonable modification will be made, CVCS will first engage in an individualized inquiry to determine whether the modification is necessary. If the modification is necessary, CVCS will allow it unless doing so would result in a fundamental alteration of the nature of the nonacademic or extracurricular activity or program.

Works cited for this section are included in Appendix G.

8. Student Discipline, Suspension, and Expulsion

Families of students enrolled at CVCS will receive a “Code of Conduct” handbook that they will be expected to read and sign declaring their commitment to the student conduct and disciplinary procedures. CVCS will consider adopting a modification of the CCSD handbook, understanding all appeals go to the charter school’s board, not CCSD. The handbook will include expectations of student conduct with descriptions of inappropriate behavior such as bullying, plagiarism, cheating, and discipline procedures, as well as students’ rights and responsibilities.

Students who do not comply with the Code of Conduct will be led through a disciplinary process beginning with counseling and parent notification. If the behavior continues, in-school detention or suspension may be warranted.

In the event of gross misbehavior, immorality, consistent disobedience, commission of a crime, or jeopardizing the safety of students, faculty, or staff, the student may be expelled. If a student is caught with weapons (other than a firearm), drugs, or assaults a student or school employee, they will be automatically referred to the Board of Directors for an expulsion hearing and the City of Charleston Police Department will be notified. In compliance with S.C. Code Ann. §59-63-235, any student who brings a firearm to school will be immediately expelled.

Before a student is suspended for a period of ten days or less, an informal hearing or conference will be held with the student, legal guardian, School Leader, and staff members as deemed appropriate. The School Leader/designee will present the charges to the student and parent. The student will be given an opportunity to present his/her case to the School Leader or designee and admit to the charges. If the student does not admit guilt to the charges, the School Leader/designee will present the evidence. The student will then be given an opportunity to

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respond. If the School Leader/designee decides that the student should receive suspension, a written notice will be sent to the legal guardian and student.

Before a student receives a suspension of more than ten days or is expelled, the School Leader/designee will convene the CVCS Discipline Committee, which is composed of the School Leader and teachers appointed by the School Leader. The Discipline Committee will review the student's situation that led to this discipline level. The Discipline Committee may request the presence of the parent/guardian and/or student. If the Discipline Committee decides to move forward with the suspension or expulsion, the School Leader shall provide the student and parent/guardian with written notification of the charges of misconduct, the disciplinary action to be taken, and their right to appeal in writing to the CVCS Board of Directors. If an appeal is submitted, the CVCS Board of Directors will schedule a hearing in a timely manner and provide the student and parent/guardian the opportunity to respond. The CVCS Board of Directors will then review the entire disciplinary record and notify the student and parent/guardian in writing of the final disciplinary action to be taken.

CVCS will comply with the requirements of the Family Education Rights and Privacy Act (FERPA), which provides families and students a) the right to inspect and review the student's education records at the school; b) the right to challenge and require the school to amend a student's record if the information is inaccurate, misleading or in violation of the student's privacy rights, and c) the right to require the school to obtain written consent prior to the disclosure of personally identifiable information, subject to specific exceptions.

CVCS will ensure the continued provision of FAPE for a student with a disability who is expelled from CVCS and will comply with the requirements of our sponsor district for the continued education of a special education student.

9. Governance and Operation

CVCS is organized as a non-profit corporation. Copies of the school's Articles of Incorporation and Bylaws are presented in Appendices I and J.

Governance and Operation

The governance model that CVCS has selected to implement is a modified policy governance model where the board governs through policy and the School Leader manages through procedures. The Board of Directors is ultimately responsible and has the governing authority for the execution of all board responsibilities in accordance with the Charter School Act of 1996. The Board's focus is student achievement, ensuring compliance, and operation with sound fiscal management. The governing board assumes the following responsibilities:

- employing and contracting with teachers and nonteaching employees
- ensuring that all certified personnel, teachers, and noncertified teachers undergo background checks and other investigations before they are employed in the school
- contracting for other services including, but not limited to, transportation, accounting, and legal
- developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator
- deciding all other matters related to the school's operation, including budgeting, curriculum, and operating procedures
- ensuring that the school adheres to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district.

An Organizational Chart for the school, which depicts school administration, employees

and the relationship to the sponsoring district, is included in Appendix K.

Transition from Charter Committee to Initial Governing Board

The CVCS Charter Committee consists of teachers, parents, and community members with various backgrounds and experiences to govern the charter school through the application process. The CVCS Charter Committee will act as governing board until such time as a duly elected board shall be chosen.

In compliance with the South Carolina Charter Schools Act, S.C. Code of Laws §59-40-10 et seq. as amended by Act 164 of 2012, the CVCS Board will contain a minimum of seven members and will host an election annually for half the board. The CVS Board of Directors will consist of seven to nine members who will serve two-year terms. Fifty percent of the members of the board, as specified in the bylaws, shall be individuals who have a background in K-12 education or in business. In the Fall of 2013, a board development committee will be appointed by the CVCS Charter Committee and will begin forming the slate of candidates for the Board. In January 2014, the board development committee will present the slate of candidates to the Charter Committee for approval with at least 50% to be elected as a slate. Individuals nominated will be contacted to ensure their willingness to serve. All employees of the charter school and all parents or guardians of students enrolled in the school are eligible to participate in voting in the election. Employees will be given one vote. Parents or guardians of a student shall have one vote for each student enrolled in the charter school (Section 59-40-50 of the Charter School Act of 1996). The deadline for voting will clearly be stated on the ballot form, no later than the end of February. Ballots may be issued as paper or electronic ballots and will be counted. Those elected to the board will be notified within two days. If electronic means are used, the school will provide a computer for parents or legal guardians to vote at the school along with access

over the Internet.

At the annual meeting, members of both the Charter Committee and the newly elected Board will be present, and authority will be transferred to the newly elected Board. At the first board meeting of newly elected directors, the Board of Directors will elect officers. Rotating two-year terms will be developed with less than 50% of this Board serving one-year terms and the remaining serving two-year terms

Board Training and Capacity Building

The school will engage the services of the Public Charter School Alliance of South Carolina which brings in national experts each year to focus on best practices in governance of public charter schools. Along with the mandatory board orientation, the board will actively build capacity by participating in ongoing board training workshops and conferences offered by the Alliance on effective meeting management, school leader hiring and evaluation, understanding financial audits and student achievement data, compliance with state and federal laws, and all other facets of excellence in charter school governance.

The Board will utilize various methods of evaluation, training and measurements to ensure an effective and informed Board, including, but not limited to, the following:

- Within one year of taking office, all persons elected or appointed as members of the CVCS board of trustees shall complete an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation will be provided at no charge by the State Department of Education or an association approved by the department.
- use “real-time” data at each of the monthly Board meetings to evaluate or adapt the

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budget; such data might include enrollment numbers, new expenditures, length and cost of any contracted services, projected fundraisers and evaluating based on the prior year's budget; and

- participate in training, seminars, and conferences offered through the SC Department of Education, CCSD, the Public Charter School Alliance of SC, the National Alliance for Public Charter Schools and any other resources the Board identifies as a means for the continued improvement and success of CVCS.

Board of Directors Meetings

Meetings of the Board of Directors will be held at least six (6) times per year and will be conducted in accordance with all provisions of the current law and any amendments as they may be enacted.

The governing board and the staff of CVCS will comply with the Freedom of Information Act, which protects student and family information from being revealed or released to non-authorized parties. All meetings will be conducted in public according to the stipulations of the FOIA except for matters prescribed in Section 3-40-70. The CVCS Board of Directors will consult legal counsel in any instance in which a FOIA requirement appears to conflict with a FERPA requirement.

Selection of School Leader and Transition

The selection and hiring of the School Leader will be a function of the CVCS board. The Board may seek the advice and counsel of interested individuals or of an advisory committee, and it may hire consultants to assist in selection. However, final selection rests with the Board. The School Leader will be employed by and will work at the discretion of the board subject to the rules and regulations of the state of South Carolina. Prior to the first year of implementation,

the CVCS Charter Committee will select the School Leader.

Relationship of Board to School Leader

The Board will delegate to the School Leader the authority for the management and execution of day-to-day school activities, including management of personnel and instructional leadership. All school staff will be employed by the CVCS Board and will report to the School Leader. All service providers, consultants, and vendors will be contracted by the CVCS Board. The School Leader may be tasked to coordinate the contracts that directly affect day-to-day operations of the school at the discretion of the governing board. The School Leader will report to the Board on all contract matters.

The School Leader is the only person in the school with whom the board normally needs to be directly involved. The school will be subject to Board policies that are implemented through the School Leader. While the responsibility for the administration of the school should rest with the School Leader, the Board has the responsibility for developing a systematic means of evaluating the School Leader's effectiveness in implementing the objectives expressed in Board policies. The School Leader has the responsibility for evaluating the effectiveness of all other school personnel.

Liability and Indemnification

The CVCS Board of Directors assumes liability for the activities of the charter school and agrees to hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

10. Parent and Community Involvement

Parents, community members, and educators will all have opportunities to participate actively in the success of the school. Parents and community members will be actively sought out to serve on the CVCS Board of Directors. CVCS parents and employees will be encouraged to participate in the annual election of board members. In addition, CVCS will take steps to ensure that parents, community members, and employees are well informed about the school's progress so that they can provide meaningful input. As a result of our communications efforts, we have had numerous offers of help in getting school started. A member of the Charter Committee will follow up with these parents and community members who are interested in helping with the development of the school during the planning year.

To create a culture of community at the school, CVCS will provide parents with numerous opportunities to volunteer their time and talent, as well as monitor their child's education and hold the school accountable. Parents will be asked to serve on school committees, help with specific class projects, chaperone field trips, volunteer in the school office, and engage in many other activities which will enrich the lives of the CVCS students and help further the school's mission. Parents will be surveyed about their goals for their children, their opinion on various school programs, and operations as the school grows and matures.

Opportunities for involvement will be tailored so that all parents can be involved, regardless of whether they work full time or are single parents. CVCS plans to implement parent groups that meet regularly to assess school needs and determine how they can contribute, perhaps by serving on committees such as publicity or facility management. We hope to offer parent workshops and trainings specific to these committees. CVCS will sponsor parent education events each year, using both outside and in-house experts from the school or the parent

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population. Programs could focus on topics like child development, school governance, and education reform that help prepare parents to serve in decision-making roles at the school.

It is the goal of the Charter Committee for the racial composition of the student enrollment to mirror that of CCSD – 44.85% White/Caucasian and 44.31% African American, and 10.84% other minority, with no more than a 20% variance in either direction per the SC Charter Schools Act of 1996. The policies and procedures that CVCS will use to recruit students are broad and will be carried out during the charter school application process, through the student application and during the enrollment period. Multiple means of communication and information distribution have been developed to eliminate barriers that could impede equitable access or participation regardless of demographics. This will encourage a racially and socio-economic diverse show of support and subsequently an equally diverse student enrollment.

CVCS plans to become a partner with Comcast's Internet Essentials program, a program that provides low-cost Internet service to families with children who qualify for free or reduced lunch at the school. Internet Essentials offers home Internet service for \$9.95 a month with no price increases, activation or equipment rental fees while in the program. Parents will have the opportunity to purchase a home computer at initial enrollment in Internet Essentials for \$149.99 and will receive free installation and Internet training—in print, online or in person.

Wings for Kids, a community-based education program that weaves a comprehensive social and emotional learning curriculum into a fresh and fun program, has agreed to partner with CVCS to develop a version of their award-winning program at the school.

11. Budget and Finance

CVCS's proposed budget (Appendix M - Five-Year Budget) reflects the school's commitment to effectively invest appropriate funding directly into the classrooms. The budgetary philosophy is to fund the teacher and student in the classroom and all budget items will be judged by what improvement and excellence will be added to the student's educational experience. The following tabular description demonstrates CVCS's best effort to invest funds from the Fiscal Year 2015 budget directly into the classroom:

- 13:1 Teacher to Admin ratio
- 60% of expenditures are dedicated to the classroom
- \$1.6 million dollars of the budget is dedicated to the classroom/teacher expense
- 10% cash reserve on hand
- \$130,000 operational reserves
- \$53,307 Board discretionary reserves

We anticipate the Charter School Program (CSP) Grant in FY-14 and FY-15 and evidence that these funds will be received is based on the award percentage rate provided by SCDE. In addition, we have secured a commitment from the Speedwell Foundation in Charleston, SC for supplemental funding for our first three years of operation.

Our annual audit is a statutory requirement; accordingly, we will comply with all aspects of this mandate. We have reviewed the Single Audit Guide in detail, to include current Highlights, Technical Notes, Audit Requirements, and appropriate information in the Compliance Supplement; consequently, we are knowledgeable of the compliance requirements and suggested audit procedures. The Board of Directors will engage an auditor no later than 120 days prior to the close of the fiscal year by soliciting three bids from independent Certified

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Public Accountant (CPA) firms and selecting the firm that (a) has prior charter school auditing experience and (b) best meets our needs. The annual audit will encompass our financial and administrative operations and will be conducted in compliance with law. The audit report will meet the state requirements and the Board of Directors will receive, review, and approve the Annual Audit prior to required submission to the Charleston County School District and required state agencies.

CVCS will adhere to accounting, reporting, and auditing procedures and requirements of our sponsor, which are those for all public schools operating in South Carolina; accordingly, we will remain fiscally solvent, adhere to general accepted accounting practices, have no material breaches, address financial concerns, and follow the South Carolina pupil accounting system by designing, developing, and implementing a comprehensive Internal Fiscal Control System:

- Establishing financial policies and corresponding financial procedures to properly account for all revenue and expenses as directed in the Financial Accounting Handbook and the Funding Manual.
- Establishing policies to adhere to the reporting policies, procedures, and regulations of the South Carolina Pupil Accounting Manual and the South Carolina Student Accountability Manual.
- Ensuring that all accounting, reporting, and auditing procedures and requirements will comply with the published specifications of the Office of District Auditing and Field Services contained in the (a) Single Audit Guide, (b) Financial Accounting Handbook, and (c) Funding Manual.
- Defining and adhering to Generally Accepted Standards of Fiscal Management.
- Developing and approving an annual operating budget for the upcoming fiscal year

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no later than June 30th of the preceding fiscal year.

- Maintaining appropriate records on a by-transaction basis thereby establishing our financial management system as “audit ready” at the conclusion of any given transaction.
- Making required reports (on-call, monthly, quarterly, annually) to the Board of Directors and external appropriate agents and agencies. Reports will be maintained and filed according to district, state, and federal requirements.
- Identifying, reporting, and dealing with material breaches and financial concerns through corrective and preventative action protocols.

At this time, CVCS does not have any liens, litigation history, or any sanctions from any local, state or federal regulatory agencies. Furthermore, we do not have any debt or any other outstanding financial obligations. Pending approval of this charter application, CVCS does not have any financial concerns at this time.

We may seek professional operational assistances for fiscal services from Kelly-Moser Consulting of South Carolina.

12. Employees

Administrative Positions: The administrative staff at CVCS will include, during the first four years of operation, a School Leader, a part-time guidance counselor, and an administrative assistant/data clerk. At least one member of the administrative staff will hold a current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. Job descriptions for these positions are included in Appendix Q.

If the school leader hired is not certified, within ninety days of employment he or she will complete an orientation program in the powers, duties, and responsibilities of a school administrator including, but not limited to, topics on personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation will be provided at no charge by the State Department of Education or an association approved by the department.

The School Leader will implement the school's mission and operating policy. He or she will lead the recruitment and retention of the teaching staff required to provide proper instructional and support resources for the operation of the school. In addition, the School Leader will work closely with curriculum experts to provide educational leadership for the school.

The Guidance Counselor must have a Masters Degree and completion of an advanced program approved by the SCDE for the preparation of school counselors. He or she must have earned the minimum qualifying score(s) on the area examination(s) required by the SCDE.

Teaching Positions: At least 75% of CVCS teachers will hold valid South Carolina teaching certificates. The table below depicts the type of teachers to be hired and required qualifications:

Teaching Position	Grade	Content Areas	Qualifications/Certifications
Elementary Teachers	K through 5	All core academic areas	<ul style="list-style-type: none"> • Bachelor's degree • Content knowledge • SC Teaching Certificate
Middle School Teachers	6 through 8	Math, science, ELA, social studies	<ul style="list-style-type: none"> • Bachelor's degree • Content knowledge

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			<ul style="list-style-type: none"> • SC Teaching Certificate
Teaching Assistant	Kindergarten	All core academic areas	Bachelor's degree
Special Education	Exceptional children in K through 8	All core academic areas	<ul style="list-style-type: none"> • Content knowledge (highly qualified status consistent with the requirements of Title III of ESEA and other applicable South Carolina regulations) • SC Teaching Certificate in the area of disability with no waivers of any requirements
Special Areas: Music, Fine Arts, Foreign Language, P.E.	K through 8	Subject-specific	Teaching experience and Bachelor's degree in subject area

For music, fine arts, foreign language, physical education, and other non-core teaching positions necessary to fulfill the school's mission, CVCS may exercise its right to hire non-certified teachers not exceeding 25% of the faculty. However, the following requirements will be followed: part-time non-certified teachers must be considered pro rata in calculating staff percentages based on the hours which they are expected to teach; and a non-certified teacher must be appropriately qualified for the subject matter taught, must have earned a bachelor's degree at an accredited college or university, and must meet the qualifications outlined in SC Code Ann. § 59-25-115. Job descriptions for the teaching positions are included in Appendix Q.

Staff for Years 1-4:	Staff for Years 5-10:
School Leader	School Leader
Certified teachers (4 in year 1; 7 in year 2; 9 in year 3; 11 in year 4)—one of the certified teachers will serve as "lead teacher"	Instructional Leader
Two teaching assistants (kindergarten)	Business Manager
Special Education Teacher	Guidance Counselor (full-time)
Technology Coordinator	16 certified teachers (2 each in K-5; 1 ELA, 1 math, 1 social studies, 1 science for middle school)
Data Clerk/Administrative Assistant (one full-time)	Two teaching assistants (kindergarten)
Part-time staff: Guidance Counselor, music, visual art, foreign language, and P.E. teachers	Special Education teacher
	Technology Coordinator
	Data Clerk
	Administrative Assistant
	Part-time staff: music, visual art, foreign language, and P.E. teachers
TOTAL: 17 full-time by year 4; 5 part-time all four years	TOTAL: 26 full-time; 4 part-time

Hiring Procedures: CVCS is committed to recruiting and hiring the best qualified employees without regard to race, religion, handicap, gender, or age. As an equal opportunity employer, CVCS will follow all state and federal rules, regulations and laws regarding employment practices. CVCS will be an at-will employer. The recruitment and selection process will include, but not be limited to:

- An analysis of the job vacancy conducted by the School Leader prior to initiating the recruitment process and development of a job description.
- Announcements/advertisements for the job vacancy will be published in accordance with all related legal and reporting requirements and may include internal and external searches, advertisements on the CVCS website, in local, state and regional newspapers, on state and national public charter school websites, in bulletins of local churches and community organizations, in professional publications, in online classifieds, including CERRA, interviews with students enrolled in teacher education programs, special events for prospective applicants, and/or social networking.
- Applications for a position must be made in writing or via email and shall include at a minimum: an application form; SC teaching credential or other certification or credentials; copy of diploma, degree, or certificates, or a transcript, if applicable; and three professional references, when possible. The school will not consider the individual's application file complete until it has received these documents.
- CVCS will advise all applicants for employment of the school's employment policy and application process, including a check of all criminal records and, if applicable, a credit check. School personnel will advise applicants that any falsification of information, either by omission or commission, will be grounds for disqualification

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from consideration or grounds for discharge, should they be employed.

- The School Leader and/or designee will screen applications to ensure the applicant meets the minimum training, education and experience requirements for the position. At the finalist level, all application information, including education and job-related training, work experience, prior employment records and criminal records will be verified by the school administration.
- Using the information gained during the screening process, the School Leader and/or designee will make a determination as to who will be invited to be interviewed.
- Employees of the school who apply for a position will be given consideration.
- The interview team will be composed of the School Leader and any others he/she determines could provide input into the selection process for the position.
- The selection process may include interview(s), observation of performance of work, review of other appropriate documents, and contact with appropriate professionals having knowledge of the applicant's performance.
- At the completion of the selection process, the School Leader and/or designee will evaluate all information gathered and select the best qualified candidate.
- The School Leader and/or designee will offer the position to the selected candidate and will notify the Board after the employment agreement is signed by the candidate.

Plan of Support and Funding for Staff Development: CVCS will provide support, funds, and resources for teachers to create lesson plans for grades K-8. The support, funds, and resources will provide planning time, professional development and training for the faculty to implement high quality instruction for all students including curriculum development support for teachers who are looping and implementing the CCSS. The professional development plans are further

detailed in Section 4 and Appendix G.

Teacher Evaluation Process: CVCS will use SC TAP for evaluating teachers and understands that SCDE is in the process of revising the evaluation process to incorporate higher levels of accountability. SC TAP is a model that fulfills the requirements of both the SC ADEPT system as well as the new ESEA waiver evaluation process. The SC TAP System focuses on four key tenets: Multiple Career Paths, Ongoing Applied Professional Development, Instructionally Focused Accountability, and Performance Compensation. To specifically fulfill the requirements of ESEA, all teachers within a TAP building receive a minimum of four observations yearly using clearly defined, researched-based rubrics. These observations are conducted by certified evaluators and are used as part of a school or district's overall teacher evaluation system.

Communication of Employee Policies and Changes: The CVCS Board of Directors will approve the terms and conditions of employment for all employees to include, but not be limited to: length of work year and work day, salary and payment schedule, vacation days, holidays, paid leave, notification of absence, insurance benefits, reimbursement, disciplinary and termination procedures, and confidentiality. An Employee Handbook outlining policies and procedures will be developed and approved by the CVCS Charter Committee and will comply with South Carolina and US federal laws (see Appendix R). The handbook will be given to all employees and revised annually. Employees will sign a statement indicating their receipt of the handbook and willful acceptance of the policies and procedures contained within.

Teacher Employment and Dismissal Procedures: CVCS will not adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. Section 59-25-410 et seq. (2004). See Appendix R for Key Employee Policies.

13. Insurance Coverage

The CVCS Charter Committee will arrange for all necessary and applicable insurance policies for the school. The school's administrators and Board of Directors will be appropriately bonded. The levels of insurance and bonding will remain in effect throughout the term of the charter, unless changed by a charter amendment.

A statement setting out our ability to secure the necessary insurance and estimates of the costs of the insurance are included in Appendix S.

Workers' Compensation Insurance

The South Carolina Workers' Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the course of his or her employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured employee's disability, and, in case of death, compensation for the deceased employee's dependents. The Charter Committee has obtained an estimated annual premium from a South Carolina licensed insurance company of \$2,249.00, which includes Statutory Limits of \$500,000—bodily injury/accident; \$500,000—disease policy limit; \$500,000—disease/employee.

Liability Insurance

The Charter Committee has obtained an estimated annual premium for liability insurance from a South Carolina licensed insurance company. These policies are designed to match or exceed the minimum limits required by South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2011)). The General Liability premium estimate is \$3,074.00 for \$1,000,000 per occurrence and \$3,000,000 annual aggregate.

Property Insurance

Since we will be renting a building for the first few years of opening the school, the Charter Committee has obtained an estimated annual premium for building contents insurance of \$1,400 for \$200,000 worth of building contents with a \$2,500 deductible.

Indemnity Insurance

We will obtain indemnity insurance against civil and criminal liability for CVCS to protect the sponsoring district, the members of the board of the sponsoring district, and the employees of the sponsoring district acting in their official capacity with respect to all activities related to the charter school. The indemnity insurance premium estimate is included in the estimate for Liability Insurance with limits of \$1,000,000 per occurrence and \$2,000,000 annual aggregate.

Automobile Insurance

The Charter Committee has obtained an estimated annual premium for automobile insurance. The estimate insures up to \$1,000,000 for hired and non-owned automobiles that covers both property and liability insurance. The Auto premium estimate is \$181.00.

Other Insurance

The Charter Committee has obtained an estimated annual premium for umbrella insurance which has a \$1,000,000 limit of liability. The Umbrella premium estimate is \$2,387.00.

We have also procured an estimate for Student Insurance, which provides \$10,000 in medical benefits for students injured at school or while participating in school sponsored activities on or off school premises. This premium estimate is \$7.00 per student.

14. Transportation

Transportation will not be a barrier to attendance at CVCS; accordingly, we have appropriated funds in our budget for contingency transportation requirements. At this time, we do not intend on providing transportation.

If, in the future, the Board of Directors decides the school will provide transportation by school bus, a plan will be developed that complies with the state requirements for drivers and training and the state safety requirements for school buses.

The Charter Committee of CVCS has not, at this time, contracted with CCSD or a third party for transportation services.

Our special needs students will be given access to a free and appropriate public education and related educational services – including transportation. Federal Public Law 94-142 and Chapter 33 of Code of Law of South Carolina 1976: Title 59 (Sections 59-33-10 through 59-33-110) govern this requirement. As mandated, our students with special needs will be provided transportation as necessary. The student's IEP will specify any special circumstances (equipment, supervision, vehicle type, etc.) that will be provided to meet the student's needs.

15. Facilities

The final building for CVCS has not yet been identified, but will be located in downtown Charleston. We have identified several buildings available for rent that will be suitable for a few years until a permanent building is found. We will consult the SCDE Office of School Facilities’ “Best Practices for Site Selection and Planning” and “Best Practices for Instructional Space” documents in our search and planning for a facility.

CVCS will ensure that both the temporary and permanent buildings will be in compliance with the requirements set forth in the South Carolina School Facility Planning and Construction Guide for charter school occupancy. The building will be renovated to create common multi-use spaces where classroom centers can expand to collaborate on cross-curricular activities. See Appendix U for facility needs.

Based upon a proposed initial student population at school opening year 2014–2015 of 92 students, the building that we rent and renovate to use for the first four years of operation needs to be about 9,000 square feet. This accounts for 35 square feet per child as recommended in the SCDE Office of School Facilities’ “Best Practices for Instructional Space”. Based upon the proposed maximum student population during the year 2020–2021 of 414 students, our permanent building needs to be at least 15,000 square feet.

We have included a time line for renovating an existing facility in downtown Charleston as Appendix U.

16. School Management Contracts

CVCS does not intend to contract with an education management organization (EMO).

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- A. Charter Committee
- B. Evidence of Support
- D. Letter from Sponsoring District Regarding Desegregation Order
- E. School Calendar and Daily Schedule for the Academic Year
- G. Supporting Documents for the Described Educational Program
- H. Student Handbook
- I. By-Laws
- J. Articles of Incorporation
- K. Organizational Chart
- L. School Enrollment Form
- M. Five-Year Budget (Excel spreadsheet)
- N. Ten-Year Budget Plan
- Q. Sample Job Descriptions
- R. Key Employee Policies
- S. Insurance Documents

Appendix A - Charter Committee

Russell Daniels
1972 Treebark Drive
Charleston, SC 29414
(843)414-1439
(843)647-0343
zzdanielsr@gmail.com

Experience

08/05/2007 – Present Internal Revenue Service LB&I

Revenue Agent

Plan, schedule, and conduct examinations of income tax and related returns

with assets in excess of \$10,000,000.

Prepare and issue notices of proposed adjustment and work with tax specialists to prepare reports based on audit findings.

Conduct applicable legal research on tax issues and present findings to taxpayers and representatives.

Coordinate with specialists to conduct joint audits of issues beyond the scope of

of regular duties.

10/17/05 – 08/05/2007 Internal Revenue Service SB/SE

Revenue Agent

Plan, Schedule, and Conduct audits of income tax returns with gross receipts of less than \$10,000,000.

Prepare and issue reports based on audit findings.

Conduct applicable research on tax issues and present findings to taxpayers and representatives.

01/01/04 – 04/04/05 Dixon Hughes PLLC

Tax Associate

Prepared and reviewed individual, fiduciary, partnership, s-corporation, corporate, and non-profit tax returns.

Reconciled and created trial balances and other financial documents.

Consulted with clients to provide tax and business planning.

Prepared and maintained asset schedules such as depreciation and LIFO calculations.

Responded to state and federal tax notices on behalf of clients.

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Researched all manner of tax issues and prepared opinions and detailed briefs for clients.

Worked with Auditors to prepare tax provisions and compilations for clients.

Education 1993–1997 Winthrop University Rock Hill, SC
B.A., Technical Theatre and Business Administration.
Concentration in Arts Administration.
1999-2000 Greenville Tech
Greenville, SC
Additional Course Work in Accounting and Business
2002- 2003 Clemson University
Clemson, SC
Master's of Professional Accountancy focusing in Taxation

Skills Advanced working knowledge of Microsoft Office, most specifically Excel and Word, Drake Tax Software, Peachtree Accounting Software, Quickbooks, Creative Solutions Accounting, Prosystem Tax, Go Systems Audit, Engagement Manager, Prosystem's Engagement, RGS and many other accounting software systems.

References Available upon request.

THOMAS A. BONAVIDA III

17 Loch Carrun Terrace, Charleston, SC 29414-7343
843.437.5891 tombonavita@yahoo.com

Executive Summary

Mr. Bonavita is an experienced and successful Telecommunications professional who has been intimately involved with networking systems and technologies for over 20 years. Distinguishing talents include: the ability to bridge communication gaps between technical and non-technical business units, stellar project and personnel management, and solid leadership skills.

Professional Experience

GoodLife Communications, LLC – Charleston, SC
Owner and President

August 2008 – Current

- Ultimately responsible for all facets of a million dollar technology integration firm serving customers across the Southeastern United States.
- Responsible for successfully maintaining company profitability and 99% customer satisfaction rate for past 4 years consecutively.
- Maintained technical expertise in VoIP, Video Conferencing, LAN/WAN architectures, Wireless, Video Surveillance, and Managed Technical Services.

Systems and Services, LLC – Charleston, SC

August 2004 – August 2008

Area Manager, Sales Engineering and Marketing

- Key product, application, and service developer responsible for pre-sales engineering and design through post-sales implementation and training.
- In-depth knowledge and experience with Voice over IP (VoIP), Video Conferencing, LAN/WAN Network Architecture, Wireless, Video Surveillance, and Managed Technical Services.
- Responsible for providing technical training to new hire employees whose experiences range from little technical background to experienced technical engineers.
- Developed and directed corporate marketing events, trade shows, seminars, and advertising campaigns.

PSINet, Inc. – Reston, VA

February 1996 – April 2001

Director, North America, Sales Engineering

- Technical leader responsible for providing operational and technical direction for PSINet's Global Sales Engineering Department, spanning 29 countries and supporting 600+ sales professionals.
- Responsible for engineering global technical networking designs for large corporations including: Executive Office of the President, Microsoft, United Airlines, Robert Wood Johnson Foundation (Johnson & Johnson), Iowa Communications Network (ICN), BP/Amoco, HP, and Flying Crocodiles.
- Presented technical summaries to executive management essential in corporate assessment.

Education

Bachelor Degree Information Science, State University of New York, Oswego, NY 1995

Internships

**US Department of Defense, Rome Laboratory – Rome, New York May 1993 –
September 1995**

KARA CROWELL
43 WAPPOO CREEK PLACE
CHARLESTON, SC 29412
P: 843.737.2201 F: 843.768.0825
KARA @CINDERCREEK.NET

PROFESSIONAL EXPERIENCE

CINDER CREEK CONSTRUCTION Charleston, SC

October 2008-Present

Co-Owner

- Cinder Creek Construction-Design/build firm specializing in upper end residential properties and extensive renovations. To date 100% of all completed projects have been within 1% +/-of initial job cost projections.

Client Coordination, Sales & Preconstruction Services

- Coordinate client selections, communication and track all change orders.
- Run preconstruction meetings with clients to review plans, lot conditions, contract values, and specifications.
- Responsible for company marketing.
- Coordinate the execution of contracts and any applicable non-disclosure agreements with clients and their respective representatives.

Estimating, Purchasing & Permitting

- Assist with bidding plans, developing budgets, writing specifications and awarding contracts for projects.
- Coordinate and carry out all permitting responsibilities.

PRUDENTIAL CAROLINA REAL ESTATE Charleston, SC

January 2007-October 2007

New Agent Coach and Trainer, Broker, Realtor

- Supervised agents during their first year in real estate sales
- Managed new agent business planning and business development activities.
- Evaluated all contracts for accuracy. Facilitated contractual issues as they arose.

COLDWELL BANKER HOWARD PERRY & WALSTON Raleigh, NC April 2003-September 2006

ABR, Broker, Training Manager

- General Brokerage Agent experienced in residential sales and marketing in all price points.

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- Taught training classes and supervised new associates to better prepare them for real world issues.
- Assisted office manager in recruiting of new associates.
- Evaluated contracts for accuracy. Facilitated contractual issues as they arose.

BHD CORPORATION Palm Beach Gardens, FL

March 2001- January 2003

Sales Support & Preconstruction Services

- Along with owner ran preconstruction meetings with potential customers to review plans, lot conditions, contract values, and specifications.
- Worked closely with developer in the planning and marketing of The Cove, a gated neighborhood, of which BHD Corp. was the exclusive builder of homes beginning at \$1.2 million.

Estimating, Purchasing & Permitting

- Responsible for bidding plans, developing budgets, writing specifications and awarding contracts for homes ranging from \$500,000 to \$2.4 million.
- Coordinated and carried out all permitting responsibilities.

CHILDREN'S HOSPITAL OF PALMETTO HEALTH Columbia, SC August 1997March 2001

Certified Child Life Specialist

- Counselor for hospitalized children and families; provided education of medical diagnosis and treatments along with preparation and support prior to and during medical procedures.
- Coordinated annual weeklong community education program which reached 1600 children.
- Areas of coverage included Pediatric ICU, Intermediate ICU, Neonatal ICU. Served on an on-call basis for adult ICU to assist the child whom the primary caregiver was a patient.
- Provided instruction and support to parents on appropriate interaction for the child born with complex medical issues.

EDUCATION

- 1997 AUBURN UNIVERSITY Auburn, AL
- Bachelor of Science, Family and Child Development, Magna Cum Laude

Jamila Marlene Gadsden

7752 Desoto Drive North Charleston, SC 29420 803.413.6867 gadsdenjm@icloud.com

Education:

2007 – 2009 The Citadel, Charleston, SC

M.A. Educational Leadership, SC Certification 2009, Secondary Principal/Supervision

1995 – 1999 University of South Carolina, Columbia, SC

B.S. Mathematics, SC Certification 2002, Secondary Mathematics

Work Experience:

2010 – Present Texas Instruments, Inc., Dallas, TX

Partnership Development Consultant

- Served as the technology consultant for schools/universities, districts and state departments of education in North Carolina, South Carolina and Georgia
- Serve as a member of the Georgia STEM Advisory Committee
- Coordinated professional development opportunities for university and district administrators and teachers
- Conducted demonstration workshops featuring various TI technologies appropriate for mathematics and science classrooms
- Assist in the development of school/district technology plans for math and science classrooms

2007 – Present Charleston County School District, Charleston, SC

Mathematics Curriculum Learning Specialist

- Conducted the revision process for the Mathematics Coherent Curriculum documents- Grades K-8, Algebra & Geometry
- Assisted in the development of Quarterly Benchmark Assessments for grades 2-8 and Algebra 1
- Facilitated Mathematics Task Force meetings
- Served as a member of the Instructional Model Development Team
- Coordinated professional development opportunities for all CCSD mathematics teachers including

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- Texas Instruments Professional Development
 - Demonstration workshops for TI-Nspire Technology
 - Teacher Leader Cadre for Algebra 1
 - Exeter Math Institute – in partnership with Phillips Exeter Academy
 - Marilyn Burns Math Solutions Courses
- Conducted professional development training for teachers at assigned school on the following topics:
 - Balanced Numeracy Framework
 - AVID Instructional Strategies including Cornell Note Taking Method & Socratic Seminars
 - Instructional Planning using the Understanding by Design Model
 - The Mathematics Classroom – Making it Rigorous and Relevant
 - Writing Across the Curriculum – Utilizing Write Traits in Mathematics Classrooms
- Conducted workshops for parents on the following topics:
 - Math Games – Making Math Fun for Your Child
 - Math at Home – Fun Activities for the Entire Family
 - Understanding PACT/PASS – What Every Parent Should Know
- Facilitated the elementary, middle & high school Mathematics Textbook Adoption process
- Assisted in the development of CCSD's Electronic Individualized Graduation Plan
- Attend monthly and quarterly SC state department meetings
 - SC Leaders of Mathematics Education
 - Standards Support System – Curriculum Development
 - SC National Board District Liaison

2005 – 2007

Charleston County School District, Charleston, SC

Teacher Coach

- Facilitate Teacher Curriculum Team meetings
- Assisted in the development of the CCSD Math Item Bank for Grades 6-8
- Assisted in the development of the Mathematics Curriculum, Draft 3
- Conducted training for CCSD Teacher Coaches and teachers at assigned school
 - Conducting Effective Literacy Book Studies and Reciprocal Teaching Strategies

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- A Tool for Developing & Reviewing Instructional Calendars
 - Implementing the use of the 2007 CCSD Mathematics Coherent Curriculum
 - Understanding, Accessing and Utilizing MAP Results, NWEA Reporting Suite,
 - CORE Team Implementation for Academic and Behavioral Interventions
 - Creating and Utilizing Instructional Calendars
 - SMART Goal Setting
 - EBSCO Host, Lexile.com - Understanding Reading Levels and Text Measures
 - E-Chalk, SASI ClassXP and Microsoft Office Suite
- Served on the following teams:
 - Leadership Team
 - Curriculum & Instruction Team (team leader)
 - District 10/4 Extended Coherence Team
 - CCSD Teacher Coach Coherence Professional Development Planning Team

2000 – 2005 Charleston County School District (2004-2005), Charleston, SC
Lexington School District 2 (2000-2004), West Columbia, SC

Mathematics Teacher

- Taught students skills and concepts of Algebra 1, 2 & Geometry as outlined by state standards
- Assisted in revision of the district's mathematics curriculum for Geometry and Algebra
- Served as math department technology trainer
 - Plato Learning, SASI InteGrade Pro & ClassXP
 - Texas Instruments – Train the Technology Trainer
 - Implementing Instructional Strategies that Engage Students
- Sponsored/Co-sponsored various organizations

Professional Memberships:

- National Council of Teachers of Mathematics
- South Carolina Council of Teachers of Mathematics
- South Carolina Leaders in Mathematics Education
- South Carolina Science Council

Carolina Voyager Charter School Application

- South Carolina Science Education Leadership Association
- Association for Supervision and Curriculum Development

References:

- Barbara Simpson – Eastern Region Director of School Partnerships, Texas Instruments, Inc.
- Jo Armes – Grant Development Consultant, Texas Instruments, Inc.
- Colleen Boissinot – Coordinator of K-12 Mathematics, Lexington School District Five
- Mary Lostetter – Coordinator of K-12 Mathematics, Richland School District Two
- Jennifer Coker – Principal, Daniel Jenkins Creative Learning Center

Richard (Dick) Latham

254 West Poplar St.

Charleston, SC 29403

rlatham63@gmail.com

EDUCATION

MAT Early Childhood Education. College of Charleston, 1988.

BA Fine Arts: Theater. College of Charleston, 1985.

SELECTED TEACHING EXPERIENCE

1988-1993: Lead Teacher, Trident Technical College Child Development Center, Trident Technical College, Berkeley Campus, Moncks Corner, SC. Developed and implemented curriculum for three-year-olds.

1993-2005: Master Teacher, Miles Early Childhood Development Center, College of Charleston, Charleston, SC. Developed and implemented curriculum for four-year-olds.

2005-2007: SC School-Age Care Initiative, Trident Technical College and DSS, Charleston, SC. Developed and implemented college level courses for afterschool staff; trained instructors in SC Technical College System on how to implement the new SAC 101 course.

2007-present: Academic Program Coordinator, Child & Youth Studies Department (Community, Family & Child Studies Division), Trident Technical College, Charleston, SC. Develops curriculum for AAS degree in Early Care and Education; teaches college level courses in ECD, EDU, and SAC programs; hires and supervises adjunct instructors.

Renée Nesbitt Jefferson, Ph.D.
School of Education, The Citadel
171 Moultrie Street, Charleston, SC 29409
renee.jefferson@citadel.edu
843.953.7124

Education

Doctor of Philosophy, *Educational Measurement & Statistics* 5/97

Cognate: Information Science

University of Iowa, Iowa City, IA

Dissertation Title: *Comparative Reliabilities, Bias, and Concurrent Validities of Four Methods of Defining Battery Composite Scores When Students Take a College Admissions Test*

Masters of Science, *Industrial/Organizational Psychology* 12/93

California State University, Long Beach, CA

Thesis Title: *Color and the Selection Time of Sequential and Nonsequential Selectors with Compatible and Noncompatible Menu Items*

Masters of Science, *Library & Information Science* 8/86

University of South Carolina, Columbia, SC

Bachelor of Science, *Statistics* 5/85

Minor: Psychology

University of South Carolina, Columbia, SC

Faculty Appointments

Associate Professor, School of Education 8/03 – present

- The Citadel Graduate College, Charleston, South Carolina
 - Core curriculum faculty member with the following teaching responsibilities:
 - EDUC 512: Data Collection & Analysis and EDUC 549: Applied Measurement Techniques
 - EDUC 512 is a required course for graduate students enrolled in Counselor Education, Educational Leadership, Literacy, School Superintendent, and Teacher Education programs.
 - Graduate students enrolled in Health, Exercise, & Sport Science and Social Science take
 - EDUC 512 to fulfill their research requirement.
 - EDUC 549 is a required course for Counselor Education majors. Literacy majors may take

- EDUC 512 or EDUC 549 to fulfill their research requirement.

Adjunct Professor, School of Library & Information Science 1/00 – 5/03

- San José State University, San José, CA
 - Taught the following online graduate courses: LIBR 210: Information Services, LIBR 230: Academic Libraries, LIBR 285: Research Methods, and LIBR 286: Interpersonal Communication.
 - Courses taught completely online using Blackboard course management system.

Assistant Professor, College of Library & Information Science 6/98 – 5/03

- University of South Carolina, Columbia, SC
 - Taught the following graduate courses: CLIS 703: Information Sources & Services, CLIS 705: Research Methods, CLIS 741: Educational Services in Libraries, and CLIS 746: Humanities Information Services
 - Instructional format included face-to-face, television broadcast, online, and hybrid.
 - Blackboard course management system was required for all courses.
 - Conducted research and participated in university, professional, and community activities.

Associate Librarian, Head of Reference Services (*tenure-track*) 8/95 – 5/98

- California State University San Bernardino, San Bernardino, CA
 - Supervised five tenured and tenure-track librarians, temporary librarians, interns, library assistant, and student assistants.
 - Coordinated and evaluated daily departmental operations.
 - Provided electronic and in-person reference services.
 - Responsible for maintaining the entire reference collection and the circulating collection in psychology and social work.
 - Taught library instruction classes to undergraduate and graduate students in psychology and social work.
 - Conducted research and participated in university, professional, and community activities.

Senior Assistant Librarian, University Library & Learning Resources (*tenure-track*) 8/86 – 5/91

- California State University Long Beach, Long Beach, CA
 - Provided electronic and in-person reference services.
 - Taught library instruction classes to undergraduate and graduate students in African-American Studies, Asian Studies, and Psychology.
 - Responsible for maintaining reference and circulating collections in African-American Studies, Asian Studies, and Psychology.
 - Conducted research and participated in university, professional, and community activities.

Graduate School Employment

Graduate Assistant, Center for Evaluation & Assessment 1/94 – 8/94

- University of Iowa, Iowa City, IA
 - Planned and implemented program evaluations.
 - Designed and developed research questionnaires.
 - Outlined researched designs.
 - Conducted individual and focus-group interviews.

Research Intern, Applied Research Division 6/91 – 5/95

- American College Testing Program (ACT), Iowa City, IA
 - Outlined researched designs and statistical procedures.
 - Conducted statistical analyses using large scale data sets.
 - Interpreted statistical data.
 - Created internal research reports.

Graduate Assistant, College of Library & Information Science 8/85 – 5/86

- University of South Carolina, Columbia, SC
 - Assisted acting Dean and faculty with research and teaching activities.

Intern, Technical Services Department 1/86 – 5/86

- Richland County Public Library, Columbia, SC
 - Processed new materials and discarded weeded materials.

Honors and Awards

- **Oxford Distinguished Professor Award Nomination**, October 2008
- Nomination based on paper presented at the 2007 Oxford Business & Economics Conference.
- **Outstanding Librarian**, John M. Pfau Library, California State University San Bernardino, May 1996
- Award recipient determined by the university's library committee and the library director.
- **Doctoral Fellow**, California State University System, August 1991 – May 1995
- Competitive fellowship sponsored by the California State University Chancellor's Office.
- **Academic Scholarship**, University of Iowa, College of Education, August 1991 – May 1995
- California Teachers Association, Martin Luther King Jr. Scholarship, August 1991
- **Research Internship Award**, American College Testing, Inc., June 1991 – May 1995
- Annual internship awarded to one doctoral student enrolled in the Educational Measurement and Statistics program at the University of Iowa.

College/University Courses Taught

The Citadel Graduate College

EDUC 512-82: Data Collection & Analysis

- Taught twenty-five (**25**) class sessions between *Fall 2003* and *Summer 2008*.
- It is a required course for graduate students enrolled in Counselor Education, Educational Leadership, Literacy, School Superintendent, and Teacher Education programs.
- Graduate students enrolled in Health, Exercise, & Sport Science and Social Science take this course to fulfill their research requirement.
- *Course description:* a three unit course designed to prepare graduate students in education to become knowledgeable consumers of research. By completing a literature review/measurement project and reviewing reports of research, students will become conversant with research terminology and methodology. Ultimately, the focus is on the analysis, synthesis, and evaluation of empirical research that can be incorporated into professional decision-making in order to create learner-centered environments. Satisfactory completion of a 10-hour in-school practicum of field experience activities is required.

EDUC 549-81: Applied Measurement Techniques

- Taught eleven (**11**) class sessions between *Fall 2003* and *Summer 2008*.
- It is a required course for Counselor Education majors. Literacy majors may take this course or EDUC 512 to fulfill their research requirement.
- *Course description:* a three unit course designed to help prepare graduate students in education to comply as practitioners with the “Code of Fair Testing Practices in Education.” The course is designed to enhance, professional decision-making skills in the development/selection of tests, interpretation of test scores, fair and equitable use of tests, and appropriate communication with test-takers.

San José State University, School of Library & Information Science

LIBR-210: Reference and Information Services, a three unit graduate course that involves a process-oriented examination of how information professionals answer reference questions. The interpersonal skills required for effective question negotiation and the sources with which questions are answered are stressed.

LIBR-230: Issues in Academic Libraries, a three unit graduate course designed to investigate current issues that impact the functioning of the academic library. Topics covered will include issues related to social and political environments, clientele, services, collections, physical settings, financing and staffing, and future trends in the academic library sector.

LIBR 286: Interpersonal Communication Skills for Librarians, a three unit graduate course that involves surveying the principles and practices of interpersonal communication; small group and peer relationships.

University of South Carolina, College of Library & Information Science

CLIS-703: Introduction to Information Sources and Services, a three unit graduate course on information transfer process in libraries, media centers, and other information agencies, including interpersonal communication; bibliographic control; selection, evaluation, and use

of information resources; management of information resources; management of information services.

CLIS-705: Introduction to Research in Library and Information Science, a three unit graduate course on the research process, including problem identification, hypothesis testing, data collection, analysis and interpretation of results; emphasis on research methods and on critical evaluation of reported research in library and information science.

CLIS-741: Educational Services in Libraries, a three unit graduate course on the application of principles and research in education to the teaching of library science to library users or practitioners in both formal and informal settings.

CLIS-746: Humanities Information Services, a three unit graduate course on the survey and evaluation of the nature, history and bibliography of the literature of the humanities; emphasizes the distinctive features of materials, research, & communication in the various fields which influence library services. Practice in question consultation and database searching will be included.

Additional Teaching Activities

EDRM R210 Quantitative Statistics I, Fall 2008

- A three-unit course designed primarily for graduate students in the behavioral and social sciences. It is an introductory statistics course that surveys common analytical tools for investigating relationships among variables. Emphasis will stress understanding of the statistical concepts rather than memorization of formulas and complex calculations.
- Course was taught to doctoral students enrolled in the Educational Administration program sponsored by The Citadel, College of Charleston, and the University of South Carolina-Columbia.
- The course is required for education doctoral students at the University of South Carolina-Columbia.

Teacher Cadet College Supervisor, Fall 2007 – Fall 2008

- Serve as a mentor to the Teacher Cadet teacher and students at Military Magnet High School.
- Students take EDUC 101-83: Education in Modern Society and will receive three-units of college credit from The Citadel upon successful completion of the course.
- Course is taught by the high school teacher.
- *Course description:* a three-unit course designed to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education.

ASPIRE Program, Fall 2007

- Taught a special section of EDUC 512 for graduate students enrolled in the ASPIRE Program.

- The program is a cooperative effort between The Citadel's School of Education and the Charleston County School District for aspiring administrators to acquire a master's degree in school administration.
- Instruction focused on conducting action research studies relevant to school administrators.
- Students presented their action research studies during a Semi-Annual Research Symposium in the Bond Hall Auditorium. Charleston County School District personnel, School of Education faculty and staff, and family and friends of students were invited to attend.

Publications

Book Chapters

Jefferson, R. N. (2009). *Parametric statistics*. In B. T. Erford (Ed.), *The ACA encyclopedia of counseling*. Alexandria, VA: American Counseling Association.

Carter, B., & **Jefferson, R. N.** (2005). Collaborating on information literacy. In Hernon, P., Dugan, R. E., & Schwartz, C. (Eds.), *Revisiting outcomes assessment in higher education* (pp. 303-326). Englewood, CO: Libraries Unlimited.

Jefferson, R. N. (2005). Information technology and outcomes assessment in higher education. In Hernon, P., Dugan, R. E., & Schwartz, C. (Eds.), *Revisiting outcomes assessment in higher education* (pp. 273-285). Englewood, CO: Libraries Unlimited.

Tu, F., Zimmerman, N., & **Jefferson, R.** (2004). It's not just a matter of ethics III: Current status of the ethical provision of consumer health information services in public libraries in California and South Carolina—A preliminary report. In T. Mendina & J. J. Britz (Eds.), *Information ethics in the electronic age: Current issues in Africa and the World* (pp. 107-113). Jefferson, NC: McFarland.

Jefferson, R. N., & Scepanski, J. M. (1992). Internationalizing research and connecting with the community: The building of a special library collection. In R. L. Sutter (Ed.) *Internationalizing the California State University*. Long Beach, CA: The California State University System.

Jefferson, R. N. (1990). Working with students: Gaining perspective as a faculty liaison and a faculty mentor. In H. P. Hall & C. Byrd (Eds.) *The Librarian and the university: Essays on membership in the academic community*. Metuchen, NJ: Scarecrow.

Scholarly Journal Publications—Peer-Reviewed

Published Articles in Peer-Reviewed Journals

Jefferson, R. N., & Arnold, L. W. (2009). Effects of virtual education on academic culture: Perceived advantages and disadvantages, *U.S.-China Education Review*, 6(3).

Gilbert, G. E., McNeil, R. B., & **Jefferson, R.** (2008). JNMA introducing more rigor in manuscripts. *Journal of the National Medical Association*, 100(12), 1-5.

Gibson, D. M., & **Jefferson, R. N.** (2006). The effect of perceived parental involvement and the use of growth-fostering relationships on self-concept in adolescents participating in GEAR-UP. *Adolescence: An International Quarterly Dedicated to the Physiological, Psychological, Psychiatric, Sociological, and Educational Aspects of the Second Decade of Human Life*, 41(161), 111-126.

Gibson, D. M., & **Jefferson, R. N.** (2006). The effect of perceived parental involvement and the use of growth-fostering relationships on self-concept in adolescents participating in GEAR-UP. *Family Therapy: The Journal of the California Graduate School of Family Psychology*, 33(1), 29-43. [Reprinted at the request of the journal *Family Therapy* and approved by the journal *Adolescence*.]

Jefferson, R. N., & Contreras, S. (January, 2005). Ethical perspectives of graduate library and information science students in the United States. *New Library World*, 106 (1208/1209), 58-66.

Matthews, A. L., & Jefferson, R. N. (2001). Civil Rights, affirmation action, and diversity's cross-pressures: An African American View. In *El color de la tierra: Las minorias en Mexico y Estados Unidos*. Mexico: Universidad Nacional Autonoma de Mexico.

Jefferson, R. N. (1997). Faculty-librarian partnerships. *Education Libraries*, 21(1/2), 5-10.

DuBois, H., **Anderson, R. N.** [currently **Jefferson, R. N.**], & D'Amicantonio, J. (1992). Labor unions or professional organizations: Which have our first loyalty? *College & Research Libraries*, 53(4), 331-340.

Complete Articles Published in Peer-Reviewed Conference Proceedings

Jefferson, R. N. (October, 1990). Utilization of computerized services in academic libraries: The freshman and international student experience. In C. Chen (Ed.), *NIT '90: 3rd International Conference on New Information Technology for Library & Information Professionals, Educational Media Specialists & Technologists* (pp. 1-12). Boston, MA: MicroUse.

Culotta, W., & **Anderson, R. N.** [currently **Jefferson, R. N.**] (November, 1990). Extended library services: Online instruction and online access from the university's residence halls to the university library - A critique and evaluation. In C. Chen (Ed.), *NIT '90: 3rd International Conference on New Information Technology for Library & Information Professionals, Educational Media Specialists & Technologists* (pp. 13-21). Boston, MA: MicroUse.

Abstract Published in Peer-Reviewed Conference Proceedings

Contreras, S., & **Jefferson, R. N.** (2005). Library resources: Meeting virtual information needs for faculty and students. In *The Third International Conference on the Book* (pp. 13-14). Australia: Common Ground Publishing.

Complete Article in Editorial Review for Peer-Reviewed Journals

Woelfel, K., Murray, R., & **Jefferson, R. N.** Preparing future leaders: A joint venture between higher education and the school district, submitted to the *International Electronic Journal for Leadership in Learning*.

Other Published Evidence of Scholarship

Book Reviews

Jefferson, R. N. (2008, Winter). The twelfth off-campus library services conference proceedings. *Medical Reference Services Quarterly*, 27(4), 17.

Jefferson, R. N. (2002, March/April). Diversity in libraries: Academic residency programs. *Technicalities*, 22(2), 17.

Jefferson, R. N. (2000). Libraries, immigrants, and the American experience. *Journal of Education for Library and Information Science*, 41(4), 368-369.

Articles or Features in Non-refereed Professional Publications

Anderson, R. N. [currently **Jefferson, R. N.**], (1987). Using the Syllabus in Collection Development. *Technicalities*, 8(1), 1-3.

Dissertation Committee

Dissertation Committee Member, Rutgers University, October 2006

§ *Doctoral Student*: Liz Washington Arnold [currently accounting professor at The Citadel]

§ *Dissertation Title*: A Qualitative Comparative Study of the Jenkins' Committee Recommendations, SOX, and the Enhanced Business Reporting Consortium (EBRC) Proposed Framework in Relation to Corporate Malfeasance

Presentations

Peer-Reviewed Presentations—National/International

Jefferson, R. N. (June, 2008). *A content analysis of virtual education literature in business and education: 1997-2007*. Oxford Business & Economics Conference, Oxford, England.

Jefferson, R. N. (April, 2008). *The effects of virtual technologies on academic culture*. 19th International Conference on College Teaching & Learning, Jacksonville, FL.

Jefferson, R. N., & Arnold, L. (June, 2007). *The effects of virtual education on academic culture: Phase I Instrument Development*. Oxford Business & Economics Conference, Oxford, England.

Bullock, J., & **Jefferson, R. N.** (2004, November). *Progressing from an assessment plan to assessment system: The Citadel*. Paper presented at the meeting of the Association for Assessment in Counseling and Education.

Jefferson, R. N., & Brown, K. L. (2004, November). *Assessment data and school decisions: Psychometric and administrative decisions*. Paper presented at the meeting of the Association for Assessment in Counseling and Education.

Jefferson, R. N. (2004, April). *A comparative analysis of four methods of defining the admission test scores of repeat testers*. Paper presented at the meeting of the American Educational Research Association, Division D—Measurement and Research Methodology, San Diego, CA.

Jefferson, R. N., & Contreras, S. (2003). *Ethical perspectives of library and information science graduate students*, International Conference on Ethics of Electronic Information in the 21st Century, Memphis, TN.

Tu, F., Zimmerman, N., & **Jefferson, R. N.** (2002). *Current status of the ethical provision of consumer health information services in public libraries in California and South Carolina - A Preliminary Report*, International Conference on Ethics of Electronic Information in the 21st Century, Memphis, TN.

Jefferson, R. N. (2001). *Mapping needs of library & information science professionals*, Association for Library & Information Science Education Annual Conference, Washington, DC.

Anderson, R. N. [currently **Jefferson, R. N.**], Hegamin-Younger, C., & Sharp, D. (1995). *An examination of categorical score combination utilizing the Graded Response Model*, American Educational Research Association Annual Conference, San Francisco, CA.

Wilson, A., & **Anderson, R. N.** [currently **Jefferson, R. N.**] (1994). *Ethics in test preparation, procedural and declarative knowledge structures: A new framework*, American Educational Research Association Annual Conference, New Orleans, LA.

Anderson, R. N. [currently **Jefferson, R. N.**] (1990). *Utilization of computerized services in academic libraries: The freshman and international student experience*. Third International Conference on New Information Technology, Guadalajara, Mexico.

Culotta, W., & **Anderson, R. N.** [currently **Jefferson, R. N.**] (1990). *Extended library services: Online instruction and online access from the university's residence halls to the university library - A critique and evaluation*, Third International Conference on New Information Technology, Guadalajara, Mexico.

Anderson, R. N. [currently **Jefferson, R. N.**], Armento, G., & Botello, K. (1990). *Computer assisted instruction tutorials: A review of the literature*, 109th Annual Conference of the American Library Association, Chicago, IL.

Scepaniski, J., & **Anderson, R. N.** [currently **Jefferson, R. N.**], (1989). *American Library Association Presidential Elections, 1970-1988*, 108th Annual Conference of the American Library Association, Dallas, TX.

Peer-Reviewed Presentations—State/Regional

Jefferson, R. N. (2004, October). *Measuring dispositions: Perspectives of graduate education students*. Paper presented at the meeting of the South Carolina Association of Teacher Educators, Litchfield, SC.

Jefferson, R. N. (2001). *How to lead when you're not in charge*, South Carolina Library Association Annual Conference, Columbia, SC.

Jefferson, R. N. (2001). *Under the palmetto tree: Mapping needs, assets, and accomplishments for lifelong learning in South Carolina*, EdTech 2000 Conference, Charleston, SC.

Jefferson, R. N. (2001). *User survey design*, South Carolina Library Association Annual Conference, Myrtle Beach, SC.

Jefferson, R. N. (1999). *Evaluating client services*, South Carolina Library Association Annual Conference, Hilton Head, SC.

Jefferson, R. N. (1998). *Promoting the profession*, South Carolina Library Association Annual Conference, Columbia, SC.

Jefferson, R. N. (1996). *Information Competency: Measurement and Evaluation*, California Academic and Research Libraries Annual Conference, San Diego, CA.

Jefferson, R. N., & Murphy-Bordeaux, V. (1990). *Admitted non-enrollee equity student study*, Western Psychological Association Annual Conference, Los Angeles, CA.

Jefferson, R. N. (1989). *DIALOG in the Dorms: Teaching Students how to use Knowledge Index*, Dialog Users Conference, St. Louis, MO.

Peer-Reviewed Workshops—National/International

Jefferson, R. N., & Rodgers, W. (June, 2006). *Partnerships for student success: Helping middle school students reach college*. International Conference on Learning, Montego Bay, Jamaica.

Contreras, S., & **Jefferson, R. N.** (2005, September). *Library resources: Meeting virtual information needs for faculty and students*. Third International Conference on the Book, Oxford, England.

Nesbitt, R. D. [currently **Jefferson, R. N.**], & Contreras, S. (1996). *Reformulation standards and policies: A workshop for librarians and administrators*, Academic Library Association of Ohio Annual Conference, Columbus, OH.

Invited Presentations—State/International

Jefferson, R. N. (2007, March 12). *Virtual learning in library science education*. Librarians' Day Seminar, Rio de Janeiro, Brazil. Requirement of Fulbright Speakers and Specialists Grant.

Jefferson, R. N. (2007, March 13). *Virtual learning in library science education*. Catholic University, Rio de Janeiro, Brazil. Requirement of Fulbright Speakers and Specialists Grant.

Jefferson, R. N. (2007, March 14). *Academic Librarianship in the 21st Century*. [UniCEUB University Center](#), Brasilia, Brazil. Requirement of Fulbright Speakers and Specialists Grant.

Jefferson, R. N. (2007, March 14). *Managing government documents*. [Federal](#) Senate Library, Brasilia, Brazil. Requirement of Fulbright Speakers and Specialists Grant.

Jefferson, R. N. (2007, March 14). *Information literacy*. Pan American Health Organization Auditorium, Brasilia, Brazil. Requirement of Fulbright Speakers and Specialists Grant.

Jefferson, R. N. (2007, March 15). *Information literacy*. Museum of Art auditorium, Sao Carlos, Brazil. Requirement of Fulbright Speakers and Specialists Grant.

Jefferson, R. N. (2007, March 16). *Information literacy*. Federal University of São Paulo, Sao Carlos, Brazil. Requirement of Fulbright Speakers and Specialists Grant.

Jefferson, R. N. (2000). *New Trends in Reference Services*. South Carolina Department of Corrections, Columbia, SC

Volunteered Presentations—Local

Jefferson, R. N., & Roberts, A. (2008, October). *Integrating technology into your course and instructional design at The Citadel.*. Citadel Academy for the Scholarship of Teaching, Learning and Evaluation Meeting, Charleston, SC.

Jefferson, R. N. (2008, January). *Facts about action research study.* Citadel Academy for the Scholarship of Teaching, Learning and Evaluation Meeting, Charleston, SC.

Grants

Externally Funded Research Grants

Finnan, C., Anderson, L., & **Jefferson, R.** *Measuring Classroom Effects on Students' Identity Development and Academic Achievement.* Submitted to the William T. Grant and Spencer Foundation Joint RFP for the Development and Improvement of Measurement of Classroom Quality. Amount requested: \$500,000

Jefferson, R. N. (2007, March). United States State Department, Fulbright Speakers and Specialists Grant to Brazil (Rio de Janeiro, Brasilia, Sao Paulo); Presentations on Information Literacy and Virtual Learning.

Citadel Foundation Research Grants

Amount Date Purpose

\$1,484 2004 Faculty Research Grant, Classroom Assessment Project

\$1,465 2003 New Faculty Research Grant, SPSS Version 12.0

\$2,949

Citadel Foundation Presentation or Development Funds

Amount Date Presentation of Research/Purpose

\$2,500 2008 Oxford Business & Economics Conference, Oxford, England

\$2,500 2007 Oxford Business & Economics Conference, Oxford, England

\$2,500 2005 International Conference on the Book, Oxford, England

\$1,770 2004 American Educational Research Association, San Diego, CA

\$730 2003 International Conference on Ethics of Electronic Information in the 21st Century,

\$10,000 Memphis, TN

Amount Date Professional Development/Purpose

\$1,609 2007 19th International Conference on College Teaching and Learning, Jacksonville, FL

\$1,870 2006 International Conference on Learning, Montego Bay, Jamaica

\$1,399 2003 Textsmart 1.1 Training, SPSS Training & Education Services, Chicago, IL

\$4,878

Grants at Previous Institutions

Jefferson, R., Barron, D, & Bajally, S (2000). *Under the Palmetto Tree: Mapping Needs, Assets, & Accomplishments for Lifelong Learning in South Carolina*, South Carolina Partnership for Distance Education Grant; Amount: \$74,000

Jefferson, R. N. (1997). *Information Competency: Design, Implementation, and Evaluation*, California State University System Information Competency Grant; Amount: \$10,000

Jefferson, R., & Zhang, X. (1996). *New Technological Advances in Academic Research: Pfau Library Home Page, the Internet, and other Information Systems*, California State University San Bernardino Promoting Innovative Instruction Grant; Amount: \$5,000

Jefferson, R. N. (1997). *Pfau Library Electronic Information Survey*, California State University San Bernardino Professional Development Grant. Amount: \$1,743

Professional Organization Memberships

- American Educational Research Association
- Measurement and Research Methodology Division, 8/91 – 8/95, and 6/03 – present
 - Professors of Educational Research Special Interest Group, 6/03 – present
 - American Library Association, 8/86 – 6/91, 6/95 – 5/03, and 8/06 – present
- Association for Curriculum and Student Development, 10/07 – present
- Association of College & Research Libraries, 8/86 – 6/91, 6/95 – 5/03, and 8/06 – present
- National Council on Measurement in Education, 8/91 – 8/95, 6/03 – 12/05

Workshops and Professional Development Activities

Workshops Attended for Professional Development

- 7th Annual LiveText Collaboration Conference, Chicago, IL; 7/08
- Education & Economic Development Act Retreat, Lowcountry Graduate Center, Charleston, SC; 8/08
- Embedding Assessment of Student Learning Outcomes in Regularly Scheduled Assignments & Tracking Assessment Data Using Faculty-Friendly Procedures, Winthrop University, Rock Hill, SC; 10/05
- NCATE Board of Examiner's Summer Training, University of South Carolina-Aiken, 8/04
- NCATE/AACTE Conference Accreditation, Accountability and Quality, Washington, DC, 10/03
- Praxis II Workshop for Arts & Sciences and Education Faculty, South Carolina Department of Education, Columbia, SC, 8/04
- Professional Education Unit NCATE Retreat, Lowcountry Graduate Center, Charleston, SC; 8/05, 8/06
- SCATE and SCACTE Conference on Promoting Professional Growth, University of South Carolina, Columbia, SC; 4/04
- Textsmart 1.1 Training, SPSS Training & Education Services, Chicago, IL; 11/03
- VIRTUS Training, Protecting God's Children Program for Adults, St. John Catholic Church, North Charleston, SC; 10/07

Participation in On-Campus Professional Development Activities

- 1st Annual Faculty Publications Reception, Daniel Library, 2007
- Choosing a Published Instrument to Assess Student Learning, Teleconference in Letellier Hall, 2007
- Citadel Academy for the Scholarship of Teaching, Learning and Evaluation Presentations, 8/06 – present
- Communication Across the Curriculum Meetings, 8/06 – present
- WebCT Workshops, 2005

Service

Service to College—Standing College-wide Committees

- Awards Committee, 8/04 – 5/06
- Core Curriculum Oversight Committee, 8/08 – present
- Library Committee, 8/05 – present
- Undergraduate Admissions Committee, 8/08 – present

Service to College—College-wide *ad hoc* Committees

- Black History Month Awareness Committee, 8/03 – 5/06
- Computing Services Committee Subcommittee on Learning Management Systems/Blackboard (formerly CSC Strategic Planning Subcommittee), 2008-present; Chair, August 2008 – present
- International Education Study Group Committee, 2007-present
- Global Opportunities for Faculty Subcommittee, 2007-present
- Science, Technology, Engineering, and Mathematics Committee, 2006-present
- Funding Subcommittee; Teaching Activities Subcommittee, Chair, 2008

Service to School of Education

- Assessment Committee, Chair 2003-2005
- Education Academic Oversight Council, 2005-2007; developed planning survey, 2005
- Faculty Meetings, 2003-present
- Library Acquisition Committee, 2003-present
- NCATE Steering Committee, 2003-2005
- New Miller Analogies Test (MAT) Scaled Scores, 2004
- Professional Development Committee, 2003-present; Chair, 2005-present
- Research Competency Unit Reports, 2005-present
- Secondary Education Task Force, 2007-present
- Teacher Education Admissions and Retention Committee, 2007-present
- Teacher Education Search Committees, 2007-present
- Town Hall Meetings, 2007-present

Service to Students

Summary of Student Advising Responsibilities

Advisement responsibilities include Cadets and graduate students. Between fall 2003 and summer 2008, I was assigned an average of 9 Cadets and 30 graduate students per semester. To accommodate students' needs, advisement occurred in the office (Grimsley 335),

Lowcountry Graduate Center (Room 118E), the monthly Teacher Education Division Advisement Meetings for graduate students. It should be noted that many students seek advisement from faculty who are not their advisors. These ad hoc advisement meetings usually occur before or after class sessions, during class breaks, in the hallways, or anywhere on campus. It is a testament to the organization and quality of the advisement process that students feel comfortable seeking advisement from any of the teacher education faculty.

Other Student Services

- Mentor, Minority Mentor Program, Office of Multicultural Student Services and International Studies, The Citadel, 8/08 - present
- Citadel Cadet Sponsor, Cadet Activities, The Citadel, 8/05 - present
- Participant, Phi Delta Kappa: An International Honor Society Induction Ceremony, The Citadel, 3/05 – present
- Faculty Advisor, College of Library & Information Science Student Association, 8/00 – 5/02

Service to the Community or Public

- Board Member, Berkeley County Library System, 5/03 – 12/05
- Interpreting Standardized Test Scores' Presentation, Parent-Teacher Organization, Charleston Catholic School, 10/08
- Mentor, K-12 public school teachers in Berkeley, Charleston, and Dorchester II school districts, 8/03 – present
- Teacher Cadet College Supervisor, 8/07 – present
- Test Construction Workshop, J. K. Gourdin Elementary School, Pineville, SC, 12/03
- Consultation Fee: \$500
- Thesis Reviewer, Academic Magnet High School, 2/08

Service to the Discipline

Professional Organizations

- Assistant Chair, NCATE; Chair, South Carolina Accreditation Team to Francis Marion University, 10/05
- South Carolina Department of Education Assessment Task Force, 6/07 – present
- South Carolina Legislative Education Oversight Subcommittee, Assessment Task Force, 8/04 - present
- Paper Discussant, Oxford Business and Economics Conference, 6/07, 6/08
- Panel Discussant, Librarians' Day Seminar, Rio de Janeiro, Brazil, 3/07
- Roundtable Discussant, Catholic University, Rio de Janeiro, Brazil, 3/07

Previous Service to Professional Organizations

- AERA, Measurement & Research Division, Graduate Student Seminar Committee, 8/94 – 5/96
- American Library Association Committee on Statistics, 6/02 – 6/03
- Association for Library & Information Science Education, Recruitment Committee, 1/00 – 12/02
- Association for Library & Information Science Education, Research Committee, 1/99 – 6/03

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- College of Library & Information Science, Continuing Education Workshops, 5/01, 10/02
- National Council on Measurement in Education, Career Award Committee, 8/94 – 5/95
- Program Planning Committee, California Academic & Research Libraries, 8/96 – 5/98
- Research and Publications Committee, California Library Association, 8/95 – 5/98
- South Carolina Library Association, Continuing Education Committee, 8/00 – 5/03; Chair, 8/02 – 5/03

Service in Editorial Reviewing for Conferences or Publications

- Allyn and Bacon Publishers, 2004-present
- American Educational Research Association, 6/92 – 5/95, 6/03 – present
- International Journal of Learning, 1/06 - present
- International Journal of the Book, 1/05 – 12/07
- Journal of Education for Library & Information Science, 1/02 – 12/02
- Journal of the National Medical Association, 8/08 – present
- § National Council on Measurement in Education, 2003-2005
- Sage Publications, 2004-present
- Teacher Education Journal of South Carolina, 6/08 – present

Service on Editorial Boards

- Associate Statistics Editor for Qualitative Statistics, Journal of the National Medical Association,
10/08 – present
- Consulting Editor, Assessment for Effective Intervention: The Official Journal of the Council for Educational Diagnostic Services, 1/04 – 12/07

Service at Previous Institutions

University of South Carolina-Columbia

- Academic Responsibility Committee, College of Library & Information Science, 8/98 – 5/03
- Admissions Committee, College of Library & Information Science, 8/98 – 5/03; Chair, 8/02 – 5/03
- College of Library & Information Science Academic Responsibility Committee, 8/98 - 5/03
- Faculty Advisor, College of Library & Information Science Student Association, 8/00 - 5/02
- Student Services/Financial Aid Committee, College of Library & Information Science, 8/99 - 5/03

California State University, San Bernardino

- McNair Scholars Program, 6/96 – 12/96
- Program Evaluator, Music Uniting Students in Communities, 8/97 – 5/98
- Professional Awards Committee, 8/96 – 5/98
- Inland Empire Libraries Disaster Response Network Committee, San Bernardino, CA, 8/95 – 5/98

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- Travel Committee, 8/97 – 5/98
- World Wide Web Committee, 8/96 – 5/98

University of Iowa

- Graduate Student Recruiter, University of Iowa Graduate College, 1/95 – 5/95

California State University, Long Beach

- Faculty Mentor, Faculty-Student Mentoring Program, 8/89 – 5/91
- Faculty Resident Advisor, Faculty in Residence Program, 8/87 – 5/89
- International Education Committee, 8/89 – 5/90
- Planning and Educational Policies Council, University Curriculum Committee, 1/89 – 5/90
- University Library Committee on Statistics, Chair, 8/89 – 5/90
- University Library Constitution Committee, 8/88 – 5/90
- University Library Online Catalog Advisory Committee, 8/89 – 5/90
- University Library Reference Services Committee, Secretary, 8/87 – 5/89

Vernica Pearson
101 Gordon Street
Charleston, SC 29403
(843) 475-7734
cavpearson@yahoo.com

Mrs. Vernica Pearson is a public school bus driver, downtown Charleston resident, parent of three middle school aged children, and involved in the community. Vernica and her husband, Charles, are sending their children to a middle school off of the peninsula of Charleston because the school is performing better academically. The Pearsons are both concerned with the school choices in downtown Charleston and are working to improve the options.

MARC N. STEIN
MSTEIN@ALPHAGRAPHS.COM
843.532.5317

SUMMARY

Strong business, sales and marketing background focusing on business growth.

An entrepreneur with exceptional knowledge of strategic planning, marketing, project and resource management. Current role and past experiences focus on strategic goals and results though team leading and motivating. Client focused, enthusiastic and experienced in planning, creating, implementing and gauging results of advertising and marketing programs. Extensive computer training, including knowledge of multiple networking environments and business software packages. A solid understanding of business accounting, analyzing financial statements and the value of comprehension.

EXPERIENCE

VICE-PRESIDENT / DIRECTOR OF OPERATIONS

Alphagraphics Charleston (Formerly the Printing Group, Inc.) 2004-Present

- Responsible for meeting and exceeding monthly, quarterly and annual revenue goals.
- Partners with clients to plan and build integrated print and marketing campaigns to provide measurable results.
- Responsible for hiring and managing a staff of 9-13 individuals.
- Proven success building print marketing campaigns and working with the healthcare, nonprofit, automotive, hospitality, and many other sectors
- Responsible for project planning, workflow, and meeting very specific deadlines to achieve results and maximize ROI.

BUSINESS DEVELOPMENT MANAGER

AdVenture Services, LLC 2002-2004

- Championed business development by building relationships, networking, and community involvement.
- Developed an automotive product line and promoted it through catalog sales.
- Built a local and regional client base by providing cost effective quality products and superior customer service.
- Increased revenue by over 300 percent in the first year.

ACCOUNT EXECUTIVE

Sinclair Broadcast Group 2000-2002

- Worked on the local sales team.
- Managed and was responsible for revenue growth for an existing client base.

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- Responsible for meeting sales goals through existing client base, cold canvass prospecting and cold calling for new clients.
- Provided inventory, pricing and sales reports to management weekly

ACCOUNT EXECUTIVE

LM Communications of SC 1998-2000

- Worked in the radio division representing WYBB and WCOO in the Charleston Market.
- Responsible for selling and planning radio schedules to help meet the advertising and marketing goals of the client.
- Worked directly with the station staff and the client to write copy to drive traffic to a location and/or brand awareness in the market.
- Worked directly with national and local advertising agencies to plan campaigns and schedules.

EDUCATION

UNIVERSITY OF SOUTH CAROLINA, *Columbia, SC — Business Administration - 1994-1996*

Elizabeth Ann Walker

8783 Yearling Drive, Apt. 10-C • North Charleston, SC 29406

Phone: 803-447-2674 • E-mail: walkersh@musc.edu

EDUCATION

- MA, Public Administration, Walden University, Minneapolis, Minnesota, 2011
- BA, English-Journalism, Columbia College, Columbia, South Carolina, 2007

WORK EXPERIENCE

Project Coordinator, College of Health Professions (MUSC) Dec. 2012-Present

Assist Principal Investigator in the day-to-day activities associated with federal research grant projects, including preparing cyclical reports required by granting agencies, performing literature searches, and disseminating research findings for the National Institute of Disability Rehabilitation and Research (NIDRR) under the Department of Education (DOE)

Coordinate quarterly Spinal Cord Injury (SCI) Grand Rounds for students and various SCI research stakeholders and create blog entries detailing sessions

Research health disparities related to SCI and disability, capacity building enhancement, and rural statistics related to SCI and disability

Develop ideas and training evaluation mechanisms to support capacity building evaluation

Edit and revise grant applications to secure federal funding for SCI research

EMSC Program Manager, EMS and Trauma (DHEC) May 2011-Nov. 2012

Served as the EMSC (Emergency Medicine Services for Children) liaison to various departments and programs assuring the integration of pediatric priorities into disaster planning, injury prevention, and trauma system development

Organized and managed EMSC Advisory Committee quarterly meetings and guided discussions to plan and implement EMSC performance measures

Created fact sheets relevant to EMSC priorities for publication in DHEC Materials Library, coordinated with SC's three children hospitals to host annual symposiums, and wrote grants to secure federal funding for the Division of EMS & Trauma

Field Consultant, Public Health Statistics and Information Services (DHEC) Mar. 2010-May 2011

Served as public relations representative for the state Vital Records Office in providing consultation, interpretation of S.C. legislation, education and training to hospital personnel, funeral directors, physicians, coroners, and DVR (Division of Vital Records) personnel

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Conducted local, regional, and statewide Vital Records workshops, seminars, and in-service training programs

Amendment Advisor, Vital Records (DHEC)

May 2007-Mar. 2010

Advised applicants of procedures and legal requirements for establishing and/or amending birth and death certificates pursuant to DHEC regulations and S.C. laws governing vital records

Assisted 46 S.C. County Registrars with amendments and paternity issues regarding vital records

Assistant to Human Resources Director, Columbia Housing Authority **Sept. 2006-May 2007**

Provided support with the planning, editing, and revising of both the Columbia and Cayce Housing Authority Annual Plans for HUD or Housing and Urban Development

Assisted with the research and data compilation for the HOPWA (Housing Opportunities for People with AIDS) grant

Compiled information on the Violence Against Women Act (VAWA) legislature and created forms for the Columbia Housing Authority's use

Performed a wide variety of administrative tasks such as sending and receiving faxes, writing letters and memos, and assembling spreadsheets of employees' financial information and payroll accounts.

Assistant to Executive Director (INT), Columbia College Leadership Institute **Jan. 2006-May 2006**

Researched and interviewed women entrepreneurs in the Columbia, SC area for a Think Tank on Women Entrepreneurs sponsored by the Columbia College Leadership Institute

Wrote multiple articles for publications detailing women entrepreneurs such as Mrs. Wendy Brawley, owner of Imara Magazine, and Dr. Mary Waters, owner of Albion Research Associates, LLC.

ACTIVITIES

Department of Disability and Special Needs ThinkFirst, Grant Reviewer, 2011-2012

EMSC Advisory Committee, Chairperson, 2011-2012

Gamecock Toastmasters Club, Vice President of Public Relations, 2011-2012

English Majors Society, Vice President, 2006-2007

Sigma Tau Delta (International English Honor Society), member, 2006-Present

Columbia College newspaper (*The Postscript*) staff, writer, 2004–2007

AWARDS

Vital Records State Certification of Excellence, 2008

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School of Vital Records Certificate of Attendance, 2008

Sigma Tau Delta International Conference, Presenter, 2007

USC Student Leadership & Diversity Conference, 2007

Columbia College Senior English Award, 2006-2007

X.J. Honeycutt Award, 2006-2007

Columbia College's Dean's List, 2005-2007

National Honor Society, 2001-2002

VOLUNTEER WORK

United Way Midlands Mission, 2011

Kershaw County Back to School Bash, 2011

Families Helping Families, 2010-2011

Harvest Hope Food Bank, 2007

HOMEWORKS, 2007

Diana Yarborough

278 Congress Street, Charleston, SC 29403
843.926.1448: dianayarborough@gmail.com

Education

University of South Carolina, Columbia, SC: Bachelor of Arts in English, 1996

University of North Carolina, Asheville, NC: Early Childhood/Elementary Education, 2000

Professional Experience

Early Childhood Specialist, Home/Eco-Fitness: 2001-present

Project & Property Manager/Real Estate Sales, Brand Name Real Estate & Charleston Development Company: 2002-present

Certified Teacher, Charleston County School District: 2000-2005

English and Business Writing Instructor, Trident Technical College: 2001-2002

Community Work Experience

Reading Tutor for Charleston Book Buddies (2008-2009)

Founding Charter Committee Member for Charleston Charter School for Math and Science (2008)

Neighborhood Planning Team Member for Mitchell Montessori and Mitchell Math & Science (2008)

Founding Booster Club Member for the City of Charleston Intramural Swim League (2011)

Skills

- CPR certified
- Writing lesson plans, proposals, applications and grants - fundraising
- Organization, problem solving, verbal and written communication skills
- Can independently manage, prioritize and complete workload/tasks/projects
- Experience examining & researching markets/ preparing reports and budgets
- Experience with all aspects of small business including bookkeeping/payroll/customer service

Appendix B - Evidence of Support

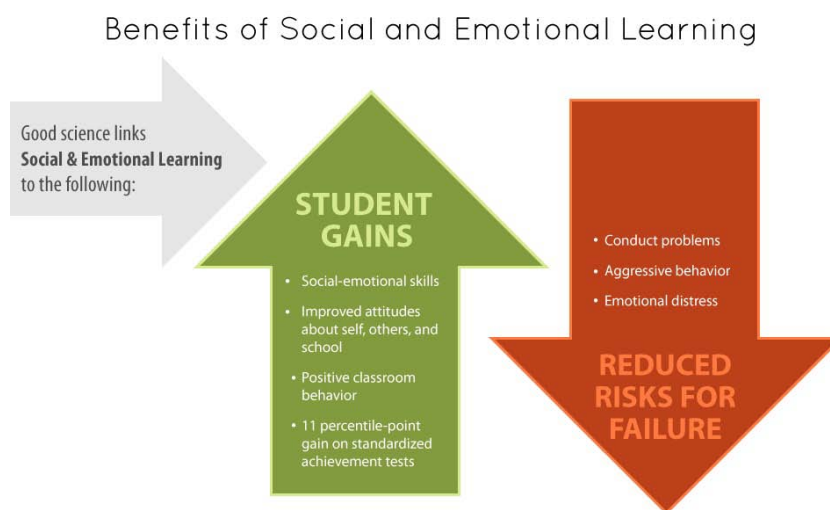
WINGS and the Carolina Voyager Charter School:

Whole-child development by incorporating social and emotional learning into the school day

Social and emotional learning (SEL) is sometimes called “the missing piece,” because it represents a part of education that links academic knowledge with a specific set of skills important to success in schools, families, communities, workplaces, and life in general. As national and world events continue to teach, there is a danger to each of us—locally and globally—when children grow up with knowledge but without social and emotional skills and a strong moral compass. Hence, a combination of academic learning and SEL is the true standard for effective education for the world as we now face it (Elias, 2006).

According to the Collaborative for Social and Emotional Learning (CASEL) “Social and emotional learning involves the processes of developing social and emotional competencies in children. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful; social and emotional skills are critical to being a good student, citizen, and worker; and many different risky behaviors (e.g., drug use, violence, bullying, and dropout) can be prevented or reduced when multi-year, integrated efforts develop students’ social and emotional skills.

This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation (Bond & Hauf, 2004; Hawkins, Smith, & Catalano, 2004; Nation et al., 2003; Weare & Nind, 2011).



Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, (82) 1, Pp. 405-432.

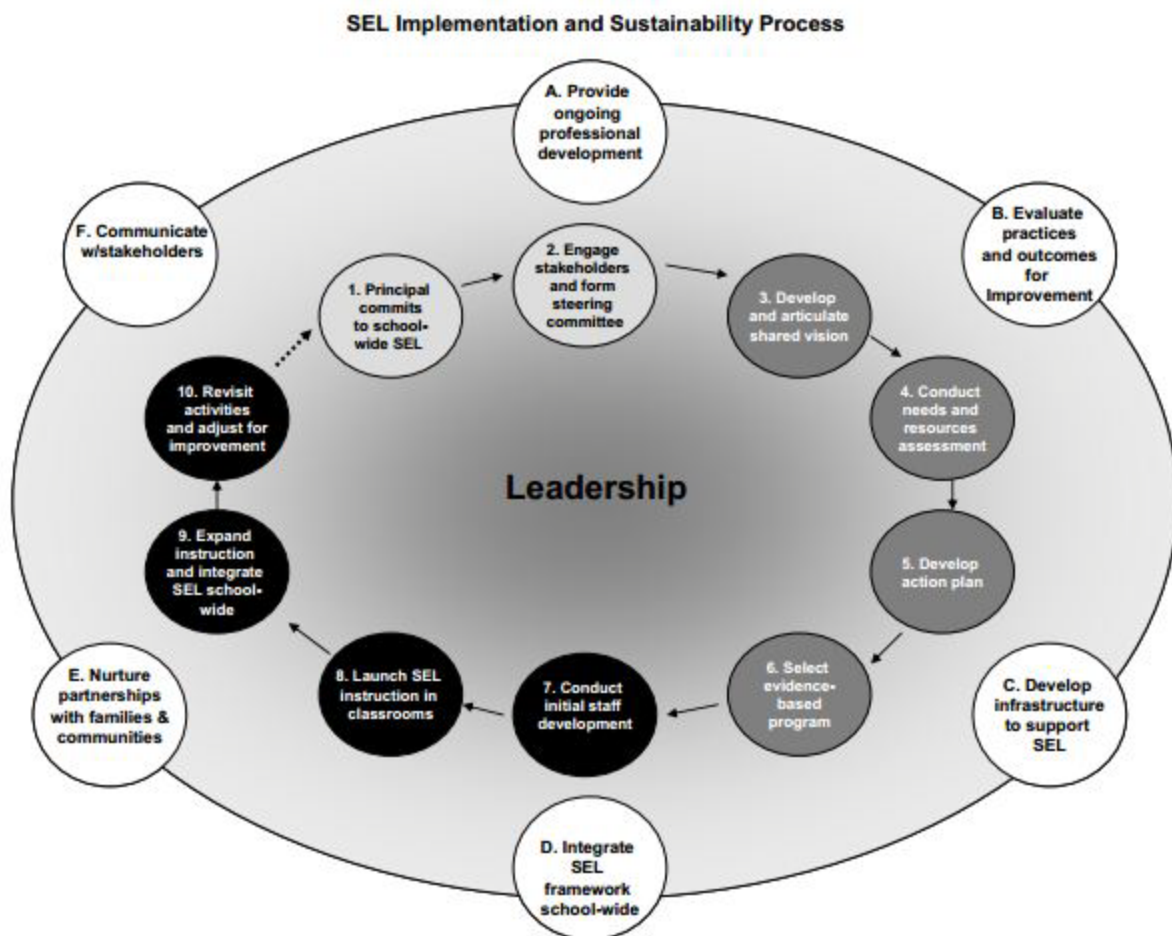
Carolina Voyager School Charter Application

Schools that create socially and emotionally sound learning and working environments, and that help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students, and higher levels of teaching and work satisfaction for staff. SEL has been found to improve academic attitudes (motivation and commitment), behaviors (attendance, study habits, cooperative learning), and performance (grades, test scores and subject mastery) (Zins et al., 2004). A recently completed research synthesis (or more formally, meta-analysis) of 270 SEL programs found that SEL interventions significantly improved students' attachment and attitudes towards school while decreasing rates of violence/aggression, disciplinary referrals, and substance use (Weissberg et al, manuscript in progress).

WINGS for kids – an education program that teaches social and emotional skills to children through fresh and fun after school programming – will work with Carolina Voyager Charter School to incorporate and weave SEL into the school day and throughout the curriculum.

Since 1996, WINGS has grown to serve more than 3,300 children. Now in their 17th year of operation, WINGS serves nearly 600 children every day at four Title I schools in Charleston, SC and two Title I schools in Atlanta, GA. In addition to the general sector research on the benefits of SEL programs, WINGS has gone through external evaluations by researchers from the University of Virginia (UVA) and Yale University to document impact. Students enrolled in WINGS demonstrated significantly higher math and reading scores, better grades, and improved school attendance when compared to non-WINGS students at the same schools. WINGS students also reported higher self-esteem and less anxiety than non-WINGS students. Finally, executive function skills improved 21 percentile points and applied problem solving skills improved 8 percentile points for the students enrolled in WINGS. Increases in these areas are strong predictors for positive long-term outcomes, such as improved academic achievement, positive high school graduation rates, higher income, and reduced rates of criminal behavior. Based on the earlier studies of WINGS, the UVA researchers wrote and received a \$2.8 million Efficacy and Replication grant from the Institute of Education Sciences, the U.S. Department of Education's research arm. The evaluation is a four-year, three-cohort, block randomized control trial (RCT).

Carolina Voyager Charter School will implement WINGS' school day and after school curriculum in grades kindergarten thru 5th grade. The WINGS Social and Emotional Learning Curriculum will be available for teachers online and in print. In August, teachers will undergo 16 hours of social and emotional training facilitated by experienced WINGS staff. In addition to initial training, WINGS staff will provide coaching, feedback, webinars and follow-up training throughout the school year. Using the Collaborative for Social and Emotional Learning's (CASEL) Rubric for School-wide SEL Implementation, WINGS and Carolina Voyager will create a road map for student success. The graphic below illustrates our course of action over the first year of school.



Example curriculum, to be implemented school-wide, grades K-5:

A lesson in self-management: **Children will learn how to focus their attention inward to limit distractions.**

Meaning: Throughout this week, children will learn what can distract them or cause them to lose focus. They should learn how to deal with distractions and not to use them as excuses for negative behaviors, such as laughing in class, talking after countdown, etc. You can go back to the think, feel, then react objective to have the children recognize if their reaction is fully thought out and appropriate. For example: Someone might walk by while you are working on a puzzle in Choice Time and hit you in a playful manner. Your first reaction is to hit them back, but after thinking about you realize you should keep your focus on the puzzle instead of playing around with your friends.

Discussion Tips: **The Three Es:**

EYES-keep your eyes on the task/person you are dealing with

EARS-block out all extra noise and don't listen to those around you; if you are talking to someone, you should only hear what they are saying, block everything else out

ENERGY-put all your energy into the task/person you are dealing with, don't work on anything else or try to do two things at once.

Discussion topics on The Three Es --

STARTER FOR EVERYONE:

Have you ever been lost in thought while someone was talking to you? Did you realize you hadn't heard a thing they were saying?

I bet your eyes and ears were open, but your energy was on random thoughts and daydreams.

Many times our thoughts bounce back and forth. We think of one thing, then another, then another and our energy goes back and forth and we end up doing other things and not paying attention to what is going on.

Right now, how many of you are actually listening to what I'm saying and how many of you are thinking or focusing on something else? This week we are learning about ways to focus!

Kindergarten & 1st Grade

- Introduce the story *Blueberries for Sal*
- Have the children interact with the story by doing one of the options below
- Pretend they are picking blueberries
- Use sound effects to help tell the story
- Read the story
- Ask the children the following questions:
- Why did Lil Sal and her mother go to Blueberry Hill?
- What was Sal doing while picking berries and following her mother?
- Why did Sal get distracted from picking berries?
- Who else was on Blueberry Hill?
- How did Lil Sal and Lil Bear lose their parents?
- How did the story end?
- Have children share what three e's Lil Sal and Lil Bear weren't using and how.
- Have children share times they got distracted and what happened as a result.
- Remind the children we use our three Es to help us stay focused so we can succeed on the things we are doing

2nd -5th Grade

- Most of us will experience this. Our thoughts will drift from the past to the present and then the future. They will drift to thoughts such as what game we are playing next, or what is for dinner, or what your friend told you at school earlier today.
- These thoughts are called distractions. Distractions are the things that take our focus away from what we are doing. Focus is when you give all your attention to one person or thing.
- This week we are going to focus on how to keep our attention on the present moment. For example, we will focus on how to pay attention to the discussion we are having right now.
- Many things can be distractions, but it is up to us to try to ignore those distractions so we can stay focused and work on whatever we are doing to the best of our ability.

- Why do you think it is important and necessary to stay focused? Allow a few children to answer.
- Many times when distractions happen it causes us to get into trouble somehow. For example: If we get distracted by other students in class we can get into trouble by the teacher or just fall behind in work which leads to a bigger problem. If we lose focus during a test, we could fail.
- When you are working on certain tasks or even talking to others, you need to remember to stay focused. It will help you be successful and keep you out of trouble.
- In order to try to stay focused, you need to remember the Three Es:
 - EYES-keep your eyes on the task or person you are dealing with; don't look around at other things or people
 - EARS-block out all extra noise and don't listen to those around you; if you are talking to someone, you should only hear what they are saying, block everything else out
 - ENERGY-put all your energy into the task/person you are dealing with, don't work on anything else or try to do two things at once.
- This week you will need to practice the Three Es and try to stay focused on the things that will help you succeed.
- Let's play a game. The teacher divides the children into groups of 3 or 4 children.
- I am going to lay out a pattern of coins, for example: nickel, penny, dime, nickel, dime
- I am going to say the pattern and show it to you. You will need to use your eyes, ears, and energy to focus on the pattern I show you.
- Once I say the pattern, I will hide it under the construction paper.
- Then one group gets 1 chance to tell or show me the pattern using the extra coins.
- If they get it right, they get one point. If they get it wrong, the teacher starts over with a new pattern and a new group gets a turn.
- This continues until time is up. The group with the most points wins.

The WINGS Creed –SEL objectives in language children understand

The Creed will be recited daily by the children. The language will also be infused into the daily life of the school.

I soar. Let me tell you why. I learn lots of skills that help me reach the sky.

I love and accept who I am on the inside and know my emotions are nothing to hide.

Life's full of surprises that make me feel different ways. If I can control myself I will have much better days.

I understand the choices I make should be what are best for me to do and what happens is on me and not any of you.

I understand others are unique. I want to learn more about everyone I meet. I want to step into their shoes and see what they are going through.

I am a friend. I support and trust. Working together is a must. Kind and caring I will be. I listen to you. You listen to me.

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I soar. I just told you why. All of these things are why I fly high.

SMART Outcomes

Goal 1 – School Day Attendance – Students will exhibit exceptional school attendance.

Objective: 90% of students will achieve 90% school attendance for the school year.

Measure: Quarterly school reported attendance from report cards

Goal 2 – School Day Behavior – Students will exhibit exemplary classroom behavior.

Objective: 90% of students served will maintain a high level of positive classroom behavior throughout the school year.

Measure: Quarterly Teacher Behavior Assessments on each student, discipline referrals

Goal 3-Social and Emotional Skills- Students will have SEL knowledge.

Objectives: 90% will be able recite the WINGS Creed and 90% can pass a weekly SEL quizzes.

Measure: WINGS Creed assessment and objectives tests. Tests have been designed in collaboration with College of Charleston psychology department.

Goal 4-Social and Emotional Skills-Students will have high SEL skills

Objective: 90% of children will receive an above average rating on the Quarterly SEL Objective Knowledge Assessment

Measure: Quarterly SEL Objective Knowledge Assessment

Example of Quarterly SEL Objective Knowledge Assessment (Self-awareness) children
(*Curriculum goals for each grade level*)

Kindergarten and first grade:

Child can name at least 2 positive and 2 negative emotions

Child can describe one emotion and how it feels on the inside

Child can name 2 needs and 2 wants

Child can name at least 1 strength and 1 weakness

Child can name 2 personality traits

Child can give 2 examples of positive self-talk

2nd-3rd grade:

Child can name at least 3 positive and 3 negative emotions

Child can describe their emotional pattern when frustrated

Child can name 3 needs and 3 wants

Child can name at least 2 strengths and 2 weaknesses

Child can name 3 personality traits

Child can give 3 examples of positive self-talk

4th-5th grade:

Child can name at least 5 positive and 5 negative emotions

Child can describe their emotional pattern when anxious

Child can name 5 needs and 5 wants

Child can name at least 5 strengths and 5 weaknesses

Child can name 5 personality traits

Child can give 5 examples of positive self-talk



April 8, 2013

LETTER OF SUPPORT

WINGS for kids, Inc. supports the Carolina Voyager Charter School's application. Upon receipt of the of the South Carolina Public Charter School grant, WINGS for Kids will work with Carolina Voyager Charter School to collaborate on a social and emotional learning (SEL) curriculum that can be woven into the school day and their afterschool program. WINGS, with Carolina Voyager Charter School and in collaboration with the University of Virginia (WINGS' research partner), will develop a pilot program that provides training, coaching, and curriculum for SEL during the school day.

WINGS will provide:

1. Social and Emotional Learning Curriculum
 - Online
 - Print
2. Technical support/Webinars from WINGS
3. Coaching/Feedback from WINGS
4. Training of teachers and other school staff
5. Opportunity for in-person visits to local WINGS sites
6. Access to monitoring tools

Sincerely,

A handwritten signature in black ink, which appears to read "Bridget Laird". The signature is fluid and cursive, with a long horizontal stroke at the end.

Bridget Laird
CEO, WINGS for kids

Appendix D - Letter from Sponsoring District Regarding Desegregation Order

April 29, 2013

Ms. Jennifer Metts
Carolina Voyager Charter School
P.P. Box 20192
Charleston, SC 29413

John F. Emerson
General Counsel

RE: Desegregation Order

Dr. Nancy J. McGinley
Superintendent of Schools

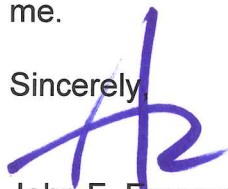
Dear Ms. Metts:

This is to confirm that the Charleston County School District is not subject to any desegregation order.

75 Calhoun Street
Charleston, SC 29401
Tel. (843) 937-6515
Fax (843) 937-6546

Should you have any further questions, please do not hesitate to contact me.

Sincerely



John F. Emerson,
General Counsel

JFE/scb

Appendix E – School Calendar and Daily Schedule for the Academic Year

Annual School Calendar (draft – final calendar will be approved each year reflecting the calendar adopted by the sponsoring district)

Fall Semester: August – December, 16-17 weeks

Spring Semester: January – June, 16-17 weeks

Draft 2014-2015 School Year Calendar:

Fall Semester		
Aug. 20	Wed.	First day for students
Sept. 1	Mon.	Holiday/Labor Day – Schools and Offices Closed
Nov. 26-28	Wed.-Fri.	Holiday/Thanksgiving – School Closed
Dec. 19th	Fri.	End of 1st Semester
Dec. 22 - Jan. 2	Mon. – Fri.	Winter Break –School Closed
Spring Semester		
Jan. 5	Mon.	Students return
Jan. 19	Mon.	Holiday/Martin Luther King, Jr. Day-Schools Closed
Feb. 16	Mon.	Holiday/Presidents’ Day – School Closed
April 6-10	Mon. – Fri.	Spring Break – School Closed
June 5	Fri.	Last Student Day – minimum of 180 days - to be determined by teacher workdays and Inclement Weather Make-up Days

Teacher Workdays will be determined by the School Leader each year to best support the academic achievement of the students. CVCS will be closed or have a delayed start time due to inclement weather when Charleston County determines it is necessary.

Daily Schedule

The CVCS school day will most likely run from 8 am to 4:00 pm. We assume many children will arrive at school before then to take advantage of the breakfast program and will stay after school to participate in the myriad of activities. So the full school day may include 6:30 am to 6 pm – accommodating many working and single parents/guardians. CVCS will strive to meet the needs of its families, those that live downtown and those that will be commuting, some who will have shifts that start at 7am.

Overview of school's hours, designed to best support student achievement:

- **6:30 am-8:00 am** School open to all students. The cafeteria will be open for breakfast and as a place where students can meet to work on class projects. Students may have use of the library and can schedule tutoring. CVCS may partner with other community youth agencies to provide services.
- **8:00 am-4:00 pm** Scheduled classes
- **3:30 pm-6:00 pm** The school will be open for after school activities: tutoring, athletics, group projects, and library time. The cafeteria may be open for after school snacks, meetings, a safe place to work on class assignments (homework), and group projects. CVCS may partner with WINGS for Kids to provide services.

Tentative Class Schedules:

Kindergarten

8:00-9:45	Instruction
9:45-10:15	Recess
10:15-10:45	Recess
10:45-11:10	Lunch
11:15-12:05	Instruction
12:05-12:35	Activity
12:35-1:05	Recess
1:15-2:30	Activity
2:30-3:55	Instruction
4:00	Dismissal

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First through Third Grades

8:00-10:45	Instruction
10:45-11:15	Instruction
11:20-11:50	Lunch
11:55-12:25	Recess
12:30-1:15	Instruction
1:15-2:00	Activity
2:05-2:35	Recess
2:40-3:55	Instruction
4:00	Dismissal

Fourth and Fifth Grades

8:02-8:15	Homeroom
8:15-9:00	Activity
9:05-10:00	1st period
10:05-10:50	2nd period
10:55-11:45	3rd period
11:50-12:15	Lunch
12:20-12:50	Recess
12:55-1:45	4th period
1:50-2:35	5th period
2:40-3:55	6 th period
4:00	Dismissal

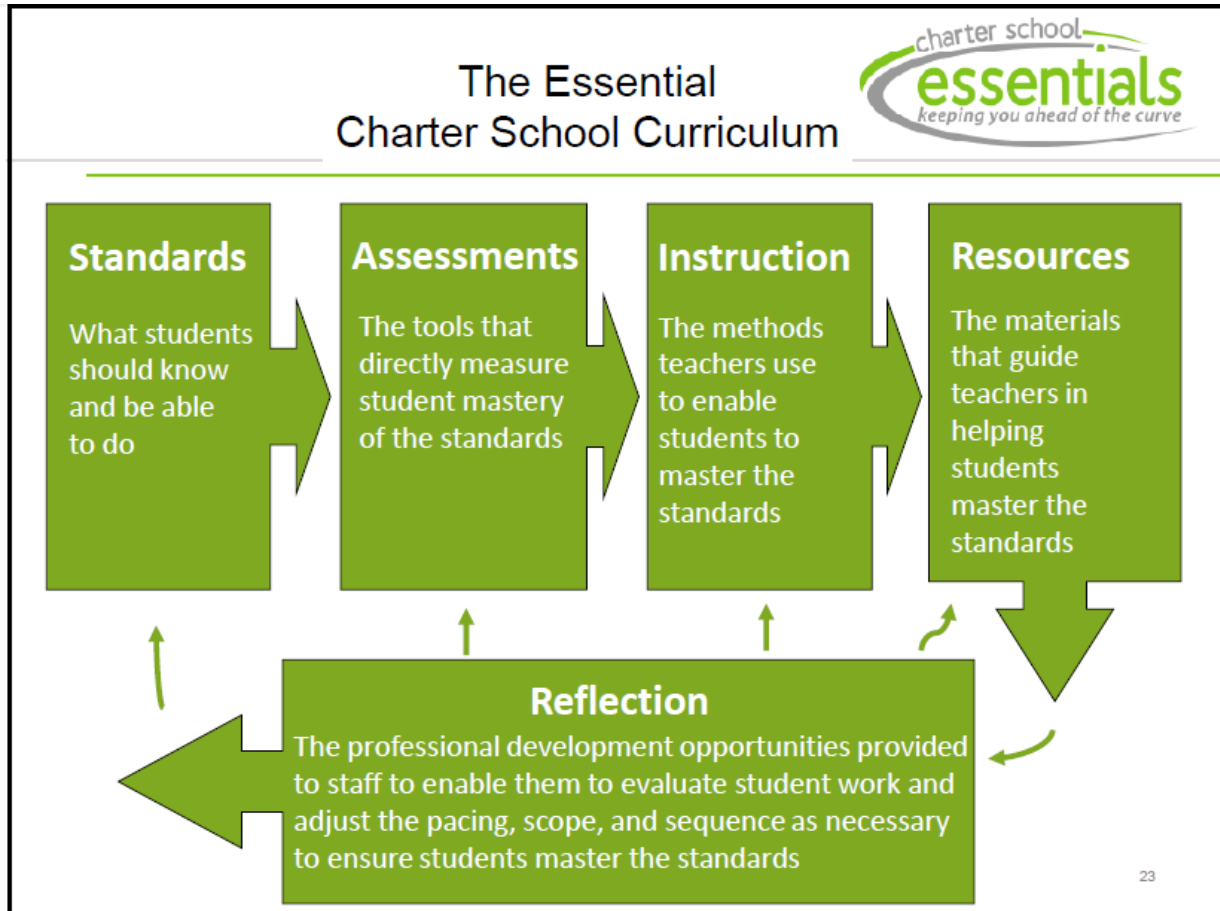
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Sixth through Eighth Grades

8:00–8:55	1 st period
9:00–9:45	2 nd period
9:50–10:30	3 rd period
10:35–1:20	4 th period
11:25–12:10	Advisory/Research/ Library
12:00–2:45	Lunch
12:50–1:35	5 th period
1:40–2:25	6 th period
2:30–3:15	7 th period
3:15–4:00	8 th period/dismissal

Appendix G – Supporting Documents for the Described Educational Program

CVCS will adopt the Curriculum Model developed by Cynthia Millinger, a national charter school curriculum expert with Charter School Essentials. It is a comprehensive approach to curriculum development is a continuous loop of standards, assessments, instruction, resources, and reflection.



(www.sccharterschools.org)

Summary of CVCS Academic Curricular Content

English and Language Arts

The ELA CCSS are based on four primary components: Reading, writing, speaking and listening, and language. For each component, there are ten anchor standards that outline skills and concepts students should master at each grade level: reading proficiency (key ideas and details, craft and structure, integration of knowledge and ideas), writing (text types and purposes, production and distribution of writing, research to build and present knowledge), speaking and listening (comprehension and collaboration, presentation of knowledge and ideas), and language (conventions of standard English, knowledge of language, vocabulary acquisition and use). The CCSS emphasize the importance of reading and understanding nonfiction texts; the standards suggest that about 30% of texts taught be literature-based and about 70% nonfiction-based (corestandards.org).

In kindergarten through grade five, students will also receive instruction in Reading: Foundational Skills. These skills are meant to promote students' current understanding of the basics of the English language and enhance those reading and fundamental skills that will be necessary in creating a successful life-long reader (corestandards.org).

Sixth through eighth grade standards focus on high school and college and career readiness. Succeeding grade levels are dependent upon students meeting and exceeding the previous year's standards. Text complexity through the grade levels creates rigor (corestandards.org). See Appendix G for detailed grade-specific ELA curriculum descriptions and works cited.

Math

The core curriculum for each grade level will be outlined based on the Mathematical Practices and the Academic standards as outlined in the CCSS Initiative documents. The table in Appendix G provides an introduction to the math expectations for each grade level, as well as detailed descriptions of the Standards of Mathematical Practice. The grade level standards can also be found at www.corestandards.org/Math.

CVCS teachers will manage the use of real-world problems or mathematical applications in ways that focus students' attention on the mathematical ideas that the problems are intended to develop (Stumbo, Circe, and Susan Follett Lusi, 2005). CVCS teachers will transform the classroom into an inquiry-based learning environment that promotes interdisciplinary learning through centers, whole group and small group instruction and the infusion of technology. CVCS understands that such resources as classroom technology, textbooks, and other learning aides are important tools in the enhancement of mathematics instruction; however, none of these compares to the value of a highly qualified teachers. For this reason, CVCS is committed to ensuring that teachers are provided with quality initial preparation and ongoing, systemic professional development. Training will include the implementation of professional learning communities to foster a spirit of collaboration and encourage teachers to continue perfecting their craft so that they can provide learning authentic opportunities for the students they teach.

Social Studies

A student who attends CVCS will grow to understand that the additional lens of technology is interwoven into the state academic standards and the school's curriculum. Technology will shape and illustrate all experiences in Social Studies. At each grade level, the Social Studies curriculum uses technology as the student travels from the past to the future. The technological

components introduced in kindergarten can be adapted at each grade level and used to broaden understandings. As students advance, their investigations grow deeper and their uses of technology grow more complex and demonstrate a symbiotic approach to learning. From a blog discussion about a textbook passage, to Skyping an Internet friend in Egypt, to using a tablet computer to film the recreation of famous battles, CVCS social studies teachers are willing to take risks and engage students in a self-driven process. The student has benchmarks to meet throughout the year and these are aligned to academic standards and the Common Core Literacy standards.

A great way to facilitate success for all students in Social Studies is to encourage the production of a self-designed project each year. Every student produces a long-term project in which they explore an historical topic in great detail and use technology throughout the process. The evolution of the project may start with note taking, move to blogging about their progress, to weekly meeting with peers, and end with their final presentation. Middle grade students may move beyond a simple PowerPoint presentation and may design and publish a mobile app that could be used as a review “game” for fellow fourth graders on their tablet computers.

Science

Science education at CVCS provides a critical foundation for scientific literacy, fosters creative inquiry-based learning, and implements the use of innovative technology while offering individualized instruction. Teachers will apply a multidisciplinary approach to teaching science literacy and technical content utilizing center-based and/or project-based learning, certified teacher-facilitated learning groups, and use of adaptive and assessment-oriented software aligned with state standards. CCSS targeting science literacy in K-5 grades are integrated into reading and writing standards, and in grades 6-8 specific CCSS RST (Reading Science and Technical

Subjects) standards are addressed following CCSS guidelines that strive to include rigorous science content and application through high-order skill development; these skills are internationally benchmarked to prepare students to succeed in our diverse society and continually changing global economy (National Governors Association, 2010).

Differentiated instruction in the CVCS science classroom allows for increased one-on-one time with each student, fostering a greater understanding of the whole child, and each individual's learning style and educational needs. The blended learning environment at CVCS will incorporate adaptive, engaging software and use of technology paired with teacher-led instruction in whole group, small group, and one-on-one instruction. The ability of students to engage in cooperative problem solving group activities and in independent, self-paced settings results in a more productive use of time and enhanced SEL. Center-based and teacher-led small group learning in K-1 grades will be accompanied by use of technology appropriate to social and fine-motor skill development. Grades 2-8 will place greater emphasis on technology combined with teacher-led instruction and project-based learning to foster deep and active learning (New York City Department of Education, 2009). Social and Emotional Learning (SEL) will permeate science instruction to achieve the overarching goal of engaging students in high level science instruction while promoting the development of the whole child. Social and emotional competencies are essential for full realization of scientific literacy and achievement (Kress & Elias, 2006).

Global Awareness and Foreign Language

The CVCS Charter Committee understands the value of providing students with the skills, knowledge, and expertise they will need to succeed in the 21st century. The ability to understand

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global issues; learn from and work with people from diverse cultures; and understand the cultures of other nations, will be intertwined with core subjects to foster an understanding of academic content at much higher levels. Within the context of core knowledge instruction, students will learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

As part of this global awareness training, students will receive foreign language instruction from kindergarten through 8th grade with the goal of developing emerging fluency by 8th grade.

Art, Music, and PE

Students at CVCS will be immersed in activities that engage their minds in new ways through art, music and physical education where students develop a lifelong desire to continue to create art, appreciate music, and engage in physical activities.

All classes will be taught by highly qualified instructors and will meet all SC State Standards.

Technology

Students at CVCS will demonstrate mastery in all required areas by grade including required 8th grade skills.

The skills will be introduced at developmentally appropriate times throughout the grade spans in a cross-curricular manner and not as a separate course. A technology instructor will work with the teachers to develop individual and small group assignments that incorporate uses of software and technology.

Looping Research from Narrative Section 4

Following *A Nation at Risk* (National Commission on Excellence in Education, 1983) and the Back to Basics Movement in the 1980s, renewed interest in innovative school organizational models emerged. As one of these models, looping gained popularity in elementary schools. The practice of looping slowly spilled over into a small number of middle schools. Looping has not been widely employed in middle schools; nonetheless, when it has been used, teachers and students have benefitted (e.g., Franz, Thompson, Fuller, Hare, & Miller, in press; George & Lounsbury, 2000; Nichols & Nichols, 2002; Pratt, 2009; Simel, 1998). By the mid-1990s and into the early 2000s, it was estimated that several hundred middle schools had adopted looping in some form (George & Lounsbury, 2000).

Time

In many stages of the looping process, time is saved. Teachers' knowledge of students' strengths and weaknesses enables them to begin instruction immediately in the second year of a looping cycle (Crosby, 1998; Elliot & Capp, 2003; Simel, 1998); teachers and students do not have to engage in the "getting to know you" process again. Therefore, the first day of the second year of school is similar to returning from a long vacation rather than starting a totally new school year (Forsten, Grant, Johnson, & Richardson, 1997; Pratt, 2009; Simel, 1998). Summer can be viewed as an opportunity to bridge instructional activities from one year to the next. Looping teachers can provide purposeful learning activities for the summer months and hold students accountable for that learning, thereby adding extra time to the academic experience (Crosby, 1998; Forsten, Grant, & Richardson, 1999). In addition, teachers are able to prepare more effectively for the upcoming year based on their extensive knowledge of students (Cistone & Shneyderman, 2004; Elliot & Capp; Simel). As a result, teachers estimate that at least a month of instructional time is

gained in the second year of looping (Gaustad, 1998). In a similar fashion, looping supports the assessment of students. Teachers are able to maximize their knowledge of students' abilities, thus, optimizing student growth. Additional time from looping gives teachers the opportunity to assess student achievement and diagnose potential academic problems (George & Lounsbury, 2000). Students are less likely to be retained, given that they have more time to learn basic skills (Burke, 1997; Cistone & Shneyderman). Furthermore, looping students are also less likely to be referred for special education services (Forsten et al., 1997). Assessment of students is also positively impacted by the extra time provided by looping.

Relationships

The sense of community and belonging established during the looping years enables teachers, students, and their families alike to engage fully in the overall learning process. Relationships developed in a looping classroom encourage students to connect in more meaningful ways—students learn to construct knowledge together, problem solve together, and take risks with their learning together (Northeast and Islands Regional Education Laboratory at Brown University, 1997; Westerfield, 2009). The emotional climate created in the looping environment cultivates students' social competence. In addition, special education students and second language learners tend to perform better in looping classrooms because of the relationships and strong sense of belonging (Northeast and Islands Regional Education Laboratory at Brown University). Essentially, the relationships created during the first year of the looping cycle cause the second year of the loop to flow in a smoother fashion, thus, supporting the notion that significant relationships have a direct impact on learning (Cistone & Shneyderman, 2004; Comer, 2001; Pratt, 2009).

George and Lounsbury (2000) and George and Shewey (1997) found that participants invested in long-term teacher-student relationships (i.e., looping) agreed that a greater sense of community developed as a result. Teacher-student rapport is recognized as a vital component of an effective classroom (Montalvo, Mansfield, & Miller, 2007; Westerfield, 2009). Better rapport between parents and teachers can result in more active parent involvement and therefore higher levels of student achievement. The context of looping results in improved relationships among teachers, students and parents, and an increase in satisfaction is experienced by most participants (Cistone & Shneyderman; Elliot & Capp, 2003; Forsten, Grant, & Richardson, 1999; Simel, 1998).

Student Support and Engagement

The stability of a looping classroom affords all students the opportunity to grow and bond with their teachers and peers, enabling them to engage more deeply in the educational process. The looping classroom can be particularly beneficial for students with academic or social challenges (Forsten, et al., 1997; Pratt, 2009; Westerfield, 2009). Rapid growth, change, and development in young adolescents can make this period in their lives particularly troublesome. Looping may help to alleviate some young adolescents' frustrations. Students may be less apprehensive about the start of a new school year when returning to a looping classroom. McAteer (2001) found that looping students were happier in the fall of the second year of school than their non-looping peers. Looping students were not required to adjust to a new teacher or a new set of classmates. By looping, a transition is avoided, creating greater stability and consistency for students. Teachers remain an integral part of students' lives in the looping environment; as such, teachers are able to foster their students' social, emotional, and academic competence. Typically, students in a looping classroom are highly engaged in the learning process. In addition to increased academic achievement (Franz, et al., 2009; Pratt, 2009; Rodriguez & Arenz, 2007), looping

students have higher rates of attendance and reduced numbers of behavioral incidences (Arhar, 1997; Cistone & Shneyderman, 2004; Forsten et al., 1997; George & Lounsbury, 2000). Looping students and teachers become highly invested in the entire education experience.

In summary, the overall structure as well as academic and social support afforded to students and families involved in looping ought to lead to increased involvement and familiarity with school systems. Not only do students and families benefit from looping, teachers and administrators benefit as well. Teachers and administrators are better able to meet students and families where they are and propel them forward when capitalizing on knowledge of students' abilities. This in-depth knowledge is gained over time—a luxury of the looping classroom. The investment of time, cultivation of relationships, and prolonged engagement associated with looping, promote an academic environment in which most people flourish.

Potential Concerns Regarding Looping

While there are many benefits to looping, disadvantages do exist. Teachers are responsible for providing engaging instruction for two academic years to the same group of students; in the middle school this could mean two completely different courses (e.g., earth science and physical science). Preparing for two separate content areas can be a challenge. In addition, teachers face exhausting their pedagogical skills and using all of their “tricks” in the first year of the loop. Classroom management strategies, too, could be affected by the looping cycle, especially for new teachers or teachers with limited management skills (Simel, 1998). Teachers must understand the looping process and be committed to it (Elliot & Capp, 2003; Pratt, 2009). Likewise, administrators must guard against over-placement of struggling students into a looping classroom. Administrators should not consider looping classrooms as an intervention to meet the

needs of students with disabilities or those of second language learners (Forsten, et al., 1997; McAteer, 2001).

Concerns regarding looping for each of the stakeholders vary. Disadvantages for students focus on students who enter the looping classroom after “membership” has been established. Entering a looping classroom during the second year (or later) of the loop can negatively affect classroom cohesiveness and possibly cause the new student to feel left out (Hegde & Cassidy, 2004; Simel, 1998). Parental concerns about looping center on the teacher’s expertise—parents do not want their child to be placed in a classroom with an ineffective teacher for two or more years. Teachers have similar concerns regarding difficult students and parents (Cistone & Shneyderman, 2004). Finally, personality conflicts bother all involved—most teachers, students, and parents prefer classrooms void of conflict (Nichols & Nichols, 2002; Simel).

Implications for Middle Schools

Looping has many advantages for middle schools and middle grades education, in general. Increased student achievement, student and family participation in the educational process, better school attendance, and reduced disciplinary issues are all advantages that can be attributed to the long-term teacher-student relationship developed during the looping years. While disadvantages exist, careful planning can reduce the negative effects discussed previously. Young adolescents are at a time in their lives when cultivating consistent relationships is essential. Looping provides a structure that fosters the development of these relationships. Although the literature on middle school looping is limited, the anecdotal information documents that looping, if implemented correctly, can be positive. Since research is lacking, specific benefits cannot be solely attributed to looping but to the relationships that are formed within the looping environment as well.

Professional Development. With the unique combination of strategies to support academic excellence CVCS recognizes that an additional key strategy will be needed to ensure success. CVCS has budgeted a significant amount of funds to further develop the excellent teachers that are hired. To successfully implement looping and the Common Core State Standards, national experts will be brought into the school over the planning year and first several years of operation – including when the students have matriculated to middle school. Wings for Kids will partner with CVCS to further develop a program of teacher training that builds on their research based SEL program. As emerging technologies, computer based assessments, and new software programs are introduced, teachers will have ample opportunity to immerse themselves in the new technology and determine what strategies will work best for their students.

Appropriate professional development for teachers to ensure fluency in new and emerging standards, and how to facilitate learning through the use of technology is critical and is being planned prior to and after the opening of CVCS. New software applications, website development applications, blogging tools, iPad and Android apps, and interfacing devices such as cameras, audio devices, and new innovations in how each device functions is continually changing, and CVCS will ensure that teachers are adequately equipped with up-to-date technological knowledge via professional development and/or consultant availability to best apply technology creatively to the specific content that is being taught.

Teachers will have ample planning time each week and Friday afternoons to work collaboratively on solutions that further propel student achievement at the school. Teachers will have time to share personal breakthroughs for students that demonstrate their own resiliency as a teacher. Using technology to track individual student progress on the schools goals and objectives will further ensure the appropriate professional development is being implemented.

What Will Be Accomplished In Each Of The Subject Areas By Grade Level

English and Language Arts

Kindergarten Standards:

In reading literature and informational texts, students will operate at level one and two of Webb's Depth of Knowledge; students will recall, define, name, repeat, arrange, and illustrate a text's key details, main idea, characters, and setting. Students will also compare and contrast different characters and two texts about the same topic. In writing, students will combine writing, dictating, and illustration to depict narratives, informative pieces, and opinion pieces. Students will edit writing based on peer and adult supervision, and with adult guidance and supervision, use technology to produce and publish writing. Students will engage in the very basic level of research through teacher guidance. In speaking and listening, students will learn to speak clearly, describe and recall events and stories in detail, and engage in conversations with peers and teachers. Language usage requires students learn to print, use common nouns and verbs, form plural nouns, use interrogatives, and use common prepositions. Students will learn basic capitalization and punctuation rules, such as capitalization of the first word in the sentence and end punctuation. Students will begin to recognize unfamiliar words, sort familiar nouns and verbs into categories, and use common inflections and affixes correctly.

Resources:

Teachers may access an online web source in designing small group reading instruction (earlychildhoodeducation.usu.edu). For vocabulary instruction, teachers may find the article, "Direct Vocabulary Instruction in Kindergarten: Teaching for Breadth versus Depth" useful (Coyne, McCoach, Loftus). For text suggestions, teachers may reference Appendix B (corestandards.org). Teachers may access Appendix C for grade level writing samples

(corestandards.org). For discussion models and tools, teachers may consult the paideia.org and the readwritethink.org websites for information on leading Socratic Seminars.

First Grade Standards:

In reading literature and informational texts, students will operate at level one and begin to engage in level two of Webb's Depth of Knowledge; students will recall, define, name, repeat, arrange, illustrate, and compare and contrast a text's key details, main idea, characters, and setting. Students will also compare and contrast different characters and two texts about the same topic and begin to focus on the differences between illustrations and text. In writing, students will compose narratives, opinion pieces, and expository pieces, using details, evidence, and conclusions relevant to each writing assignment. Students will edit writing based on peer and adult supervision, and with adult guidance and supervision, use technology to produce and publish writing. Students will engage in the very basic level of research through teacher guidance. In speaking and listening, students will learn to speak clearly and in complete sentences, describe and recall events and stories in detail, and engage in conversations with peers and teachers by making statements and asking questions. Language usage requires students learn to print upper and lower case letters, use various forms of nouns and pronouns, use verbs to express a sense of time, use adjectives, use conjunctions, and use common prepositions. Capitalization and punctuation rules include capitalizing dates and names of people and using commas in a series and in a date. Students will begin to recognize unfamiliar words, sort familiar nouns and verbs into categories, and use common inflections and affixes correctly.

Resources:

Teachers may find articles on vocabulary, reading, differentiated instruction, and technology integration in the elementary classroom at edutopia.org. The ncte.org and readwritethink.org

websites offer useful links, tools, and articles in teaching early literacy skills. For text suggestions, teachers may reference Appendix B (corestandards.org). Teachers may access Appendix C for grade level writing samples (corestandards.org). For discussion models and tools, teachers may consult the paideia.org and readwritethink.org websites for information on leading Socratic Seminars.

Second Grade Standards:

In reading literature and informational texts, students will move from operating at level one to begin to engage more frequently in levels two, three, and four of Webb's Depth of Knowledge; students will summarize, recount, define, and compare and contrast a text's key details, main idea, characters, and setting. Students will begin to determine a text's structure and determine morals found in texts, such as fables and myths. Using historical and scientific nonfiction texts, students will determine and identify key details and concepts. Students are expected to read stories and texts in the grades 2-3 text complexity band. In writing, students will compose narratives, opinion pieces, and expository pieces, using details, evidence, and conclusions relevant to each writing assignment. Students will edit writing based on peer and adult supervision, and with adult guidance and supervision, use technology to produce and publish writing. Students will engage in shared writing and research assignments through teacher guidance. In speaking and listening, students will speak clearly and in complete sentences, tell stories or a series of events in detail, create audio recordings of a text, and engage in conversations with peers and teachers by making statements and asking questions. Language usage requires students to use various forms of nouns and pronouns, use irregular verbs, use adjectives and adverbs, and use simple and compound sentences. Capitalization and punctuation rules are expanded to encompass capitalizing proper nouns, using commas in letter formatting,

and using apostrophes when forming possessives. Students will begin to utilize a dictionary. Students will begin to recognize unfamiliar words using context clues and familiar words and determine new meanings through recognition of familiar prefixes and roots.

Resources:

Teachers may find articles on vocabulary, reading, differentiated instruction, and technology integration in the elementary classroom at edutopia.org. Ncte.org and readwritethink.org websites offer useful links, tools, and articles in teaching literacy skills. For text suggestions, teachers may reference Appendix B (corestandards.org). Teachers may access Appendix C for grade level writing samples (corestandards.org). For discussion models and tools, teachers may consult paideia.org and the readwritethink.org website for information on leading Socratic Seminars.

Third Grade Standards:

In reading literature and informational texts, students will move from operating at level one to begin to engage more frequently in levels two, three, and four of Webb's Depth of Knowledge; students will summarize, recount, define, and compare and contrast a text's key details, main idea, characters, and setting. Students will begin to determine a text's structure and determine morals found in texts, such as fables and myths. Using historical and scientific nonfiction texts, students will determine and identify key details and concepts. Students will explain how illustrations impact a text. By the end of the year, students are expected to read stories and texts at the high end of the grades 2-3 text complexity band. In writing students will compose narratives, opinion pieces, and expository pieces, using details, evidence, and conclusions relevant to each writing assignment. When writing narratives, students will use narration, dialogue, and details. Students will edit writing based on peer and adult supervision, and with

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adult guidance and supervision use technology to produce and publish writing. In speaking and listening, students will speak clearly and in complete sentences, tell stories or a series of events in detail, create audio recordings of a text, and engage in conversations with peers and teachers by making statements and asking questions. Language usage requires students to use various forms of nouns and pronouns, use irregular verbs, use adjectives and adverbs, and use simple and compound sentences. Capitalization and punctuation rules are expanded to encompass capitalizing words in titles, using commas in addresses and dialogue, and using apostrophes when forming possessives. Students will utilize dictionaries. Students will to recognize unfamiliar words using context clues and familiar words and determine new meanings through recognition of familiar prefixes and roots.

Resources:

Teachers may find articles on vocabulary, reading, differentiated instruction, and technology integration in the elementary classroom at the edutopia.org. Ncte.org and readwritethink.org websites offer useful links, tools, and articles in teaching literacy skills. For text suggestions, teachers may reference Appendix B (corestandards.org). Teachers may access Appendix C for grade level writing samples (corestandards.org). For discussion models and tools, teachers may consult the paideia.org and readwritethink.org websites for information on leading Socratic Seminars.

Fourth Grade Standards:

In reading literature and informational texts, fourth grade demarcates a clear move to level two and three of Webb's Depth of Knowledge. Students will explain in detail characters, text narration, differences between genres, story elements, main ideas, and refer to the text to explain what a text implies and explicitly states. Students will compare and contrast similar themes and

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ideas from different texts and will distinguish characteristics of different text formats. By the end of the year, students are expected to read stories and texts in the grades 4-5 text complexity band. In writing, students will compose narratives, opinion pieces, and expository pieces, using details, evidence, and conclusions relevant to each writing assignment. When writing narratives, students will use narration, dialogue, and details. Students will edit writing based on peer and adult supervision, and with adult guidance and supervision, use technology to produce and publish writing. Students will engage in short research assignments, take notes on sources and evidence gleaned, and create a list of sources. Students will show sufficient control in keyboarding skills and will compose at least one page in one sitting. In speaking and listening, students will engage actively in discussions, asking and answering questions, and following basic ground rules of discussion. Student will report on studied topics and ideas and create audio recordings of a text. Language usage requires students use relative pronouns and adverbs, use progressive forms of verbs, use prepositional phrases, and write complete sentences recognizing fragments and run-ons. Punctuation rules include using commas to denote quotations and speech and using commas with coordinating conjunctions. Students will use context clues to determine unfamiliar words and use Greek and Latin affixes and roots. Students will also explain simple similes and metaphors and explain the meaning of common idioms and maxims.

Resources:

Teachers may find articles on vocabulary, reading, differentiated instruction, and technology integration in the elementary classroom at edutopia.org. The ncte.org and readwritethink.org websites offer useful links, tools, and articles in teaching literacy skills. For text suggestions, teachers may reference Appendix B (corestandards.org). Teachers may access Appendix C for grade level writing samples (corestandards.org). For discussion models and tools, teachers may

consult paideia.org and the readwritethink.org website for information on leading Socratic Seminars. Teachers may consult the Charleston County School District's English Coherent Curriculum's Prefixes and Suffixes and Greek and Latin Roots Matrix. Vocabulary resources include *Vocabulary Games for the Classroom*, Lindsay Carleton and Robert Marzano and *Words, Words, Words* by Janet Allen.

Fifth Grade Standards:

In reading literature and informational texts, students will operate in all four levels of Webb's Depth of Knowledge, moving to analyze how visual elements impact a story or text. Students will explain in detail characters, text narration, differences between genres, story elements, main ideas, and quote accurately from the text to explain what a text implies and explicitly states. Students will compare and contrast similar themes and ideas from different texts and will distinguish characteristics of different text formats. Students will integrate information from several texts to synthesize. By the end of the year, students are expected to read stories and texts at the high end of the grades 4-5 text complexity band. In writing, students will compose narratives, informative pieces, and opinion pieces, using concrete details, evidence, structure, and conclusions relevant to each writing assignment. When writing narratives, students will use narration, dialogue, and details. Students will engage in multiple stages of the writing process, editing writing based on peer and adult supervision. With adult guidance and supervision, students will use technology to produce and publish writing. Students will conduct short research assignments, paraphrasing and summarizing information gleaned and will create a list of sources. In speaking and listening, students will engage actively in discussions, asking and answering questions, and following basic ground rules of discussion. Student will report on studied topics and ideas and will incorporate appropriate multimedia into visual presentations. Language usage

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requires students to explain interjections, conjunctions, and prepositions and to use and recognize various verb tenses. Punctuation rules include using commas in a series, using commas to introduce an introductory clause or phrase, and using commas to set off words like “yes” and “no.” Students will understand which titles receive underlining, italics, or quotation marks. Students will use context clues to determine unfamiliar words and use Greek and Latin affixes and roots. Students will also interpret figurative language and explain the meaning of common idioms and maxims.

Resources:

Teachers may find articles on vocabulary, reading, differentiated instruction, and technology integration in the elementary classroom at edutopia.org. The ncte.org and readwritethink.org websites offer useful links, tools, and articles in teaching literacy skills. For text suggestions, teachers may reference Appendix B (corestandards.org). Teachers may access Appendix C for grade level writing samples (corestandards.org). For discussion models and tools, teachers may consult the paideia.org and readwritethink.org websites for information on leading Socratic Seminars. Teachers may consult the Charleston County School District’s English Coherent Curriculum’s Prefixes and Suffixes and Greek and Latin Roots Matrix. Vocabulary resources include *Vocabulary Games for the Classroom*, Lindsay Carleton and Robert Marzano and *Words, Words, Words* by Janet Allen.

Sixth Grade Standards:

In reading literature and informational texts, students will summarize and analyze a text’s central theme while also supporting inferences using textual evidence drawn from the text. Students will compare and contrast the presentation of similar ideas by two different authors as well as compare and contrast the reading of a story to the listening or viewing of the same text through

various media. Students will analyze author's purpose, point of view, tone, and use of plot structure to make inferences and draw conclusions about the text. Students will also analyze authors' arguments, considering claim, evidence, point of view, and structure. Students are expected to read proficiently in the grades 6-8 text band complexity range. Students will write for a variety of purposes: argumentative, narrative, informative, and research. Students will show understanding of how the writing process may differ among writing assignments. Students will practice writing claims, using supporting evidence, and writing conclusions that logically follow the argument. Students will also employ narrative techniques (dialogue, pacing, description) as well as use specific word choice and language according to the writing assignment. Students will conduct short research assignments that address summarizing, paraphrasing, bibliographic information, and plagiarism. Students will use literary and nonfiction texts and use specific evidence to support research. Students will understand the publication process and will engage in planning, revising, editing, rewriting, and publishing their work. Electronic and handwritten pieces will be required. Students will also evaluate online and digital sources. In speaking and listening, students will actively engage in a variety of classroom discussions and will have opportunities to ask, answer, evaluate, and reflect grade six texts, values, and ideas. Students will interpret information from a variety of formats analyzing speakers' claims and evidence. Students are expected to present their own claims, arguments, and information in a variety of digital formats and are to adjust speech according to the assignment. Language instruction primarily focuses on pronoun usage, spelling, and punctuation. Students will demonstrate knowledge of language through their control of tone and use of a variety of sentence patterns. Students will know and use Greek and Latin affixes and root and use context clues to determine

the meaning of unfamiliar words. Students will analyze and show evidence of understanding of figurative language, word connotations, and denotations.

Resources:

Teachers may find articles on vocabulary, reading, differentiated instruction, and technology integration in the elementary classroom at edutopia.org. The ncte.org and readwritethink.org websites offer useful links, tools, and articles in teaching literacy skills. Teachers may want to consult *Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning* by George Hillocks, Jr. when preparing to teach argument and rhetoric. Pre-AP strategies are helpful in teaching students how to analyze and evaluate a text closely (apcentral.collegeboard.com). Teachers may consult the appendix of the CCSS for teaching close reading, text suggestions, and grade level writing samples (corestandards.org). Teachers may consult the Owl at Purdue website for information on MLA formatting and research writing (owl.english.purdue.edu). For discussion models and tools, teachers may consult paideia.org and the readwritethink.org website for information on leading Socratic Seminars. Teachers may consult the Charleston County School District's English Coherent Curriculum's Prefixes and Suffixes and Greek and Latin Roots Matrix. Vocabulary resources include *Vocabulary Games for the Classroom*, Lindsay Carleton and Robert Marzano and *Words, Words, Words* by Janet Allen.

Seventh Grade Standards:

In reading literature and informational texts, grade seven students are expected to cite textual evidence and to determine two or more central ideas in a text. Students are also expected to understand how an author organizes a text and builds an argument with relevant evidence and sufficient support. Students will compare and contrast the presentation of similar ideas by two

different authors as well as compare and contrast the reading of a story to the listening or viewing of the same text through various media. Students will analyze author's purpose, point of view, tone, and use of plot structure to make inferences and draw conclusions about the text. Students are expected to read proficiently in the grades 6-8 text band complexity range. Students will write for a variety of purposes: argumentative, narrative, informative, and research. Students will practice writing claims, using supporting evidence, and writing conclusions that logically follow the argument. Students will also employ narrative techniques (dialogue, pacing, description) as well as use specific word choice and language according to the writing assignment. Students will conduct short research assignments that address summarizing, paraphrasing, bibliographic information, and plagiarism. Students will use literary and nonfiction texts and use specific evidence to support research. Students will show understanding of how the writing process may differ among writing assignments. Students will understand the publication process and will engage in planning, revising, editing, rewriting, and publishing their work. Electronic and handwritten pieces will be required. Students will also evaluate online and digital sources. In speaking and listening, students will actively engage in a variety of classroom discussions and will have opportunities to ask, answer, evaluate, and reflect upon grade seven texts, values, and ideas. Students will interpret information from a variety of formats analyzing speakers' claims and evidence. Students are expected to present their own claims, arguments, and information in a variety of digital formats and are to adjust speech according to the assignment. Language instruction in grade seven specifically targets clauses, phrases, and sentence structure. Students will demonstrate knowledge of language through their control of tone and use of a variety of sentence patterns. Students will know and use Greek and Latin affixes and root and use context clues to determine the meaning of unfamiliar words. Students

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will analyze and show evidence of understanding of figurative language, word connotations, and denotations.

Resources:

Teachers may find articles on vocabulary, reading, differentiated instruction, and technology integration in the elementary classroom at edutopia.org. The ncte.org and readwritethink.org websites offer useful links, tools, and articles in teaching literacy skills. Teachers may want to consult *Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning* by George Hillocks, Jr. when preparing to teach argument and rhetoric. Pre-AP strategies are helpful in teaching students how to analyze and evaluate a text closely (apcentral.collegeboard.com). Teachers may consult the appendix of the CCSS for teaching close reading, text suggestions, and grade level writing samples (corestandards.org). Teachers may consult the Owl at Purdue website for information on MLA formatting and research writing (owl.english.purdue.edu). For discussion models and tools, teachers may consult paideia.org and the readwritethink.org website for information on leading Socratic Seminars. Teachers may consult the Charleston County School District's English Coherent Curriculum's Prefixes and Suffixes and Greek and Latin Roots Matrix. Vocabulary resources include *Vocabulary Games for the Classroom*, Lindsay Carleton and Robert Marzano and *Words, Words, Words* by Janet Allen.

Eighth Grade Standards:

Reading goals for students in grade eight are similar to those in grades six and seven, yet build on the foundation skills set forth in those grades. One major reading goal difference is eighth grade students are expected to cite the strongest textual evidence when supporting what a text says explicitly. Eighth grade students are to determine and analyze one of the text's central

themes or ideas. Reading standard RL.8.9 increases in complexity from grades six and seven, requiring students to analyze how a modern work of fiction draws on archetypes from myths, the Bible, etc. Students are also expected to understand how an author organizes a text and builds an argument with relevant evidence and sufficient support. Students will compare and contrast the presentation of similar ideas by two different authors as well as compare and contrast the reading of a story to the listening or viewing of the same text through various media. Students will analyze author's purpose, point of view, tone, and use of plot structure to make inferences and draw conclusions about the text. Students are expected to read proficiently at the high end of the grades 6-8 text band complexity range. Standards in writing for grade eight build on fundamentals taught in sixth and seventh grade. Students will write for a variety of purposes: argumentative, narrative, informative, and research. Students will practice writing claims, using supporting evidence, noting the counterclaim, and writing conclusions that logically follow the argument. Students will also employ narrative techniques (dialogue, pacing, description) as well as use specific word choice and language according to the writing assignment. Students will conduct short research assignments that address summarizing, paraphrasing, bibliographic information, and plagiarism. Students will use literary and nonfiction texts and use specific evidence to support research. The writing process will become an integral part of composition, and students will show understanding of how it may differ for different writing assignments. Students will understand the publication process and will engage in planning, revising, editing, rewriting, and publishing their work. Electronic and handwritten pieces will be required. Students will also evaluate online and digital sources. In speaking and listening, students will actively engage in a variety of classroom discussions and will have opportunities to ask, answer, evaluate, and reflect upon grade eight texts, values, and ideas. Students will interpret

information from a variety of formats analyzing speakers' claims and evidence. Students are expected to present their own claims, arguments, and information in a variety of digital formats and are to adjust speech according to the assignment. Language instruction in grade eight specifically targets verbs and use of verbs in mood, voice, and tone. Punctuation expectations also increase to encompass the use of ellipses, dashes, and commas to denote a pause or break. Students will demonstrate knowledge of language through their control of tone and use of a variety of sentence patterns. Students are expected to know Greek and Latin affixes and root and use context clues to determine the meaning of unfamiliar words. Students will analyze and show evidence of understanding of figurative language, word connotations, and denotations.

Resources:

Teachers may find articles on vocabulary, reading, differentiated instruction, and technology integration in the elementary classroom at edutopia.org. The ncte.org and readwritethink.org websites offer useful links, tools, and articles in teaching literacy skills. Teachers may want to consult *Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning* by George Hillocks, Jr. when preparing to teach argument and rhetoric. Pre-AP strategies are helpful in teaching students how to analyze and evaluate a text closely (apcentral.collegeboard.com). Teachers may consult the appendix of the CCSS for teaching close reading, text suggestions, and grade level writing samples (corestandards.org). Teachers may consult the Owl at Purdue website for information on MLA formatting and research writing (owl.english.purdue.edu). For discussion models and tools, teachers may consult paideia.org and the readwritethink.org website for information on leading Socratic Seminars. Teachers may consult the Charleston County School District's English Coherent Curriculum's Prefixes and Suffixes and Greek and Latin Roots Matrix. Vocabulary resources include *Vocabulary Games*

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Social Studies

The Social Studies Curriculum in the state of South Carolina emphasizes the growth and development of the student's mind through useful applications and careful developments of reasoning skills. The state of South Carolina has chosen to implement the Common Core standards in Math and English/Language Arts. The state Social Studies standards will remain the same but will implement the literacy skills found in the ELA Common Core standards. For teachers and students, the practice will be in place during the 2013-2014 academic year with full implementation during the 2014-2015 academic year. To read the Social Studies and Literacy Skill implementation process, refer to: http://ed.sc.gov/agency/programs-services/190/ccss-support/documents/May_4_CCSS_SS_and_Smarter_Balanced_PPT.pdf

Kindergarten: Children as Citizens

The Social Studies class in Kindergarten is full of children who are very interested in the world around them. They like to use manipulative to create meaning for what they are learning. In Social studies in kindergarten “the classroom serves as a model of society in which decisions are made with a sense of individual responsibility and with respect for the rules by which we all must live” (SCDE, 2011). The students begin an understanding and exploration of how the world around them relates to each other. They also learn about how the role of families has changed over time and the way rules have affected our lifestyles within the US democracy.

Grade One: Foundations of Social Studies: Families

In grade one, students examine the trends in families both within the United States and around the world. As they explore these concepts, they also examine the methods the government uses to protect families with laws. Students examine roles within families as well as the interactions and connections families have with each other and within a community. Students will be

expected to compare difference family groups and demonstrate an understanding of rules and laws. Students could begin to come up with acceptable classroom rules based on respect.

Grade Two: Foundations of Social Studies: Communities

The students in second grade begin to broaden their world by considering the world around their community. A broad concept, community is broken into the cultures, religions and ethnicities that construct the local, national and global communities. Students additionally begin to examine the roles of government leaders. The second grade students begin conducting research and should know how to use the Internet. With daily exercises on an iPad, a student will be familiar with key strokes and typing. Daily communication work where students speak and video each other is a good tool to demonstrate proficiency with concepts like community.

Grade Three: South Carolina Studies

The third grade students in Social Studies look forward to beginning a detailed exploration into the many facets of life in South Carolina. Students begin with geography and learn key concepts to use to describe the regions of the state. As the journey continues, the students meet historical figures and experience the struggles and recognitions aligned with the state. Students begin to use maps and charts in third grade and this is a great opportunity to introduce them to making maps and designing maps. Students will be able to choose their favorite historical figures and places within the state and use research to present their findings to a class. Also, weather apps would be a great choice to chart the various geographical features in the state and how these features affect the weather. As the state notes, this course begins a broader approach to Social Studies as the student examines US History in fourth and fifth grade (SCDOE, 2011)

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Grade Four: United States Studies to 1865

The fourth grade students begin a two-year journey through US History. Students begin with the Age of Exploration and uncover the many reasons for the journeys west. They encounter Native Americans and the formation of the first nation. As students continue, they embark on the westward expansion and finish with an examination of the many causes contributing to the Civil War. Fourth grade is the time when students begin composing longer works of writing and can build research based projects. Students learn the basics of economic indicators and can evaluate the use of resources and the allocation of such.

Grade Five: United States Studies 1865 to Present

The fifth grade students continue the thorough survey of US history. Beginning with Reconstruction, the students travel through key events shaping the contemporary US. Students examine the Great Depression and the US involvement in several international conflicts. Students are introduced to the marginalized members of US history including women and African Americans through exposure to women's suffrage and the civil rights movement. Finally students examine the role of the US abroad as a diplomatic leader. Students should be able to make time lines and place events in chronological order. In fifth grade, students can summarize events and use details to prove a point about relevance, opportunity and equality. As fifth grade students enter middle school, they are ready to explore the World and how the US has been shaped by many unique cultures, empires and leaders.

Sixth Grade: World History through 1600

Sixth grade Social Studies begins the first year of learning about the Ancient World. In that year the students are expected to master several Ancient cultures including the Egyptians, Chinese, Greeks and Romans. Students examine the achievements, religions and people associated with

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each culture and learn the legacies that form their historical consequence. Throughout the year, the students are expected to make connections between cultures especially the emergence of monotheistic religions and the spread of empires and their influences. The year continues in a chronological manner as the journey through time continues with Feudal societies in Europe and Japan and proceeds through the Middle Ages into the Renaissance and Age of Exploration. Sixth grade students use charts to plot parallel histories and use these charts to compare and contrast societal development.

Seventh Grade: Contemporary World History: 1600-present

As a continuation of the study of World History, seventh grade students begin with the Age of Exploration and Colonization and progresses through the world and time. Students examine conflicts that evolve throughout the world in the 1700s and 1800s including world revolutions and the struggles for domination. The Industrial Era continues this exploration as students reflect on why cultures evolved from an agricultural life to a city life and the vast problems that ensued. As the study of conflict continues, students begin to see that world depressions give way to Totalitarian governments in Europe as well as the rise of Socialism and Communism. The year concludes with the rise of conflicts in the Middle East as the students analyze the historical implications for the world of past history and the foundations for conflict that were established hundreds of years before. By seventh grade, students can determine the best way they learn and is encouraged to seek out these modes of information. Teachers should present material as questions and have students then develop a plan for achieving understanding. The student is capable of teaching others and may have a better, more insightful approach to teaching certain events.

Eighth Grade: South Carolina History

Eighth grade Social Studies involves an in depth examination of the history of South Carolina as well as the significance of the state and its people. Students begin with the state's development during the colonial period, the struggle for independence from England and the events leading to the Civil War. As the state moved forward during the 19th and 20th centuries, its contributions and work within the nation gave it much pride and established its legacy in the United States. Eighth grade students should complete research papers on several topics as the role of research broadens within the curriculum. Students can work towards better debating skills as they learn to argue and voice their opinions on colonial expansion and slavery.

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Science*

** Note: 2012 South Carolina Science Academic Standards are still being revised. They will be finalized and implemented in the 2014-2015 school year under the title “South Carolina Academic Standards for the Natural Sciences and Engineering 2013”.*

CVCS will implement newly revised South Carolina Science Academic Standards (South Carolina Department of Education, 2013), which are still being developed, aligned with the recently released Next Generation Science Standards (2013) that incorporate the National Research Council’s framework of science proficiency, an evidence-based model emphasizing implementation of practices, crosscutting concepts, and disciplinary core ideas in K-12 science education. The summaries of grade level goals below were formulated by incorporating newly published Next Generation Science Standards, published South Carolina Department of Education (2005) standards, and emerging South Carolina Department of Education (2013) science standards that are still being finalized.

Once the South Carolina emerging standards are finalized, grade level goals will be updated and adjusted if needed. Common Core State Standards (CCSS) supplement science standards and target science literacy (reading, writing, speaking, listening, and language), providing a cross-curricular bridge between ELA and science (National Governors Association, 2010). South Carolina state science standards (both current and emerging) inform the coordinated strategy for improving instruction in Science, Technology, Engineering, and Mathematics (STEM) education (S²TEM Centers SC, 2013), and integration with all subjects with the ultimate goal of teaching students how to incorporate scientific inquiry-based thinking into their daily lives. Grade by grade goal summaries given below are drawn from the sources cited below.

<p>Kindergarten</p>	<p>Science goals for Grade K begin with the introduction to the scientific process, by formulating answers to questions about the world around us based upon documented observations. Observations will be made using the senses; by using simple scientific tools safely and accurately; and by measuring and comparing using standard and nonstandard forms of measurement. Level of proficiency attained in grade K will inform the student in future science investigations.</p> <p>Science and Engineering Practices: Students are expected to demonstrate understanding of the core ideas by grade-appropriate proficiency in: Asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.</p> <p>Disciplinary Core Ideas: Based upon SC and NGSS standards, the following core ideas will be emphasized:</p> <p><i>(Physical Science) Motion and stability-Forces and interactions:</i> Forces and motion (push and pulls on an object); types of interactions (what happens when objects collide); relationship between energy and forces (a bigger push or pull makes things go faster); and defining engineering problems (engineering may solve a problem or inspire create a new situation; problems may have many acceptable solutions).</p> <p><i>(Physical Science) Energy:</i> Conservation of energy and energy transfer (sunlight warms Earth's surface).</p> <p><i>(Life Science) From Molecules to Organisms-Structures and Processes:</i> Organization of matter and energy flow in organisms (Carbon cycle, animals need food and water; how do animals obtain nutrients; plants need water and light to grow).</p> <p><i>(Earth & Space Science) Earth's Systems:</i> Weather and climate (Definition, characteristics, measurement, and patterns of weather); biogeology (Plants and animals can change their environment); and human impacts on earth systems (humans affect the world by making choices to consume and alter environments to live comfortably, but there are choices that can reduce this impact).</p> <p><i>(Earth & Space Science) Earth and Human Activity:</i> Natural resources (living things including humans need resources from the land, and humans use resources with almost every activity they undertake); natural hazards (regions where severe weather is likely to occur, importance of forecasting severe weather), human impacts on earth systems (human consumption and alteration of resources, and alternate choices to reduce impact), defining and delimitating an engineering problem (Formulating questions, making observations, gathering information); and developing a possible solution (designs may be conveyed through sketches, drawings, or physical models).</p> <p>Crosscutting Concepts: The following overarching concepts informed the organization of the core ideas: Cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world.</p> <p>(South Carolina Department of Education, 2013; Next Generation Science Standards, 2013)</p>
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First Grade	<p>Science goals for Grade 1 continue to emphasize the scientific process, formulation of answers to questions about the world around us based upon documented observations. Building upon previously acquired knowledge, emphasis will be based upon comparing, classifying, and sequencing objects; use of tools and measuring instruments when gathering data; ability to carry out simple investigations when given directions; and appropriate safety procedures.</p> <p>Science and Engineering Practices: Students are expected to demonstrate understanding of the core ideas by grade-appropriate proficiency in: Planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information.</p> <p>Disciplinary Core Ideas: Based upon SC and NGSS standards, the following core ideas will be emphasized:</p> <p><i>(Physical Science) Waves and their Applications in Technologies for Information Transfer:</i> Wave properties (sounds can make matter vibrate, and vibrating matter makes sound); electromagnetic radiation (objects are only visible when illuminated by light, some objects give off their own light; degree of transparency of an object and ability to redirect light beams); and information technology and instrumentation (humans use a variety of devices to communicate over long distances).</p> <p><i>(Life Science) From Molecules to Organisms – Structures and Processes:</i> Structure and function (organisms have external parts that function in nutrition, locomotion, reproduction, and other survival processes); growth and development of organisms (all living things reproduce, some organisms help offspring survive); and information processing (animals capture and convey different kinds of information needed for growth and survival, they respond to these inputs with behaviors that help them survive).</p> <p><i>(Life Science) Heredity–Inheritance and Variation of Traits:</i> Inheritance of traits (plant and animal offspring are similar to but not exact copies of their parents); and variation of traits (individuals of the same kind of plant or animal are recognizably similar but can also vary in many ways).</p> <p><i>(Earth & Space Science) Earth’s Place in the Universe:</i> The universe and the stars (patterns of motion of the sun, moon, and stars in the sky can be observed, described, and predicted); and the Earth and the solar system (seasonal patterns of sunrise and sunset can be observed, described, and predicted).</p> <p>Crosscutting Concepts: The following overarching concepts informed the organization of the core ideas: Patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world.</p> <p>(South Carolina Department of Education, 2013; Next Generation Science Standards, 2013)</p>
Second Grade	<p>Science goals for grade 2 continue to emphasize the scientific process and the formulation of answers to questions about the world around us based upon documented observations. Building upon previously acquired knowledge,</p>

	<p>emphasis will be based upon formulation of simple scientific investigations; accurate and effective utilization of grade-appropriate tools and scientific instruments when gathering data; communication of scientific design, data, and outcomes using oral, written, and computer generated communication and graphics; utilization of inference to draw conclusions from scientific observations and experiences; and appropriate safety procedures.</p> <p>Science and engineering practices: Students are expected to demonstrate understanding of the core ideas by grade-appropriate proficiency in: Asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information.</p> <p>Disciplinary Core Ideas: Based upon SC and NGSS standards, the following core ideas will be emphasized:</p> <p><i>(Physical Science) Matter and its Interactions:</i> Structure and properties of matter (classification of matter, properties of matter, states of matter, usefulness of different properties, a large variety of objects can be built from a small set of pieces); and chemical reactions (heating or cooling a substance may cause changes, either reversible or irreversible).</p> <p><i>(Life Science) Ecosystems– Interactions, Energy, and Dynamics:</i> Interdependent relationships in ecosystems (plants depend on water and light to grow, plants depend on animals for distribution of seeds and pollen); and developing and possible solutions (designs conveyed through sketches, drawings, or physical models, these representations useful in communicating possible solutions to other people).</p> <p><i>(Life Science) Biological Evolution –Unity and Diversity:</i> Biodiversity and humans (diversity of living things and their distribution on Earth).</p> <p><i>(Earth & Space Science) Earth’s Place in the Universe:</i> The history of Planet Earth (events over history of earth, some events happen quickly, som slow, some are too slow to observe).</p> <p><i>(Earth & Space Science) Earth’s Systems:</i> Earth materials and systems (wind and water and effect on land forms); plate tectonics and large-scale system interactions (maps show locations of things, continent margins fit like puzzle, mapping concepts); the roles of water in Earth’s surface processes (where is water found, states of matter of water in nature); and optimizing the design solution (there is more than one solution to a problem, so it is useful to compare and test designs).</p> <p><i>(Engineering, Technology, & Applications of Science) Engineering Design:</i> Defining and delimiting engineering problems (situations that people want to change or create may be approached as a problem to be solved through engineering; this is done by asking questions, making observations, gathering information, and thinking; it is important to clearly understand a problem before designing a solution); developing possible solutions (designs can be conveyed through sketches, drawings, or physical models, and these representations are useful to communicate possible solutions); and optimizing the design solution (there is more than one solution to a problem, so it is</p>
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	<p>useful to compare and test designs).</p> <p>Crosscutting Concepts: The following overarching concepts informed the organization of the core ideas: Patterns; cause and effect; energy and matter; structure and function; stability and change; and influence of engineering, technology, and science on society and the natural world. (South Carolina Department of Education, 2013; Next Generation Science Standards, 2013)</p>
Third Grade	<p>Science goals for grade 3 build upon previously acquired knowledge; emphasis will be based upon classification of objects by two of their properties (attributes); accurate use of appropriate instruments and tools; asking more complex questions about objects, organisms, or the environment and conducting a simple scientific investigation; predicting the outcome (hypothesis) of the investigation and comparing results with prediction; using grade-appropriate tools and measurement strategies when gathering data; inferring meaning from data communicated in graphs, tables, and diagrams; providing explanations as to why different investigations may produce different results; and utilization of appropriate safety procedures.</p> <p>Science and Engineering Practices: Students are expected to demonstrate understanding of the core ideas by grade-appropriate proficiency in: Asking questions and defining problems; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.</p> <p>Disciplinary Core Ideas: Based upon SC and NGSS standards, the following core ideas will be emphasized:</p> <p><i>(Physical Science) Motion and Stability—Forces and Interactions:</i> Forces and motion (force, patterns of motion); types of interactions (objects in contact exert force on each other, electric and magnetic forces between non-touching objects can exert forces on each other).</p> <p><i>(Life Science) From Molecules to Organisms – Structures and Processes:</i> Growth and development of organisms (reproduction is necessary for organisms’ continued existence, plants and animals have unique and diverse life cycles).</p> <p><i>(Life Science) Ecosystems –Interactions, Energy, and Dynamics:</i> Social interactions and group behavior (animal group behavior can be advantageous for survival, groups may serve different functions and vary dramatically in size).</p> <p><i>(Life Science) Heredity–Inheritance and Variation of Traits:</i> Inheritance of traits (many characteristics of organisms are inherited from parents, other characteristics result from interactions with environment); and variation of traits (different inherited information results in differences in how organisms look and function, environment also affects the traits that an organism develops).</p> <p><i>(Life Science) Biological Evolution –Unity and Diversity:</i> Ecosystem dynamics, functioning, and resilience (how organisms react and survive in changing environments); evidence of common ancestry and diversity</p>

	<p>(evidence of extinct plants and animals, fossils provide evidence of the types of organisms that lived long ago and their environment); natural selection (sometimes individuals of the same species have characteristics that provide survival advantages); adaptation (in any particular environment some organisms survive well, some less well, and some cannot survive); and biodiversity and humans (populations live in a variety of habitats, and changes in those habitats affect the organisms living there).</p> <p><i>(Earth & Space Science) Earth's Systems:</i> Weather and climate (scientists record weather patterns across time and geography so that they may make predictions about the type of weather that may happen next; definition of climate).</p> <p><i>(Earth & Space Science) Earth and Human Activity:</i> Natural hazards (a variety of natural hazards result from natural processes; humans cannot eliminate these but can take steps to reduce their impact).</p> <p>Crosscutting Concepts: The following overarching concepts informed the organization of the core ideas: Patterns; cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world.</p> <p>(South Carolina Department of Education, 2013; Next Generation Science Standards, 2013)</p>
Fourth Grade	<p>Science goals for grade 4 build upon previously acquired knowledge; emphasis will be based upon classification of observations as either quantitative or qualitative; accurate and safe utilization of grade-appropriate instruments and tools when conducting investigations; ability to summarize the characteristics of a simple scientific investigation that represents a fair test (incorporating scientific method); ability to distinguish among observations, predictions, and inferences; recognize the correct placement of variables on a line graph; construct and interpret diagrams, tables, and graphs made from recorded measurements and observations; and use of appropriate safety procedures.</p> <p>Science and Engineering Practices: Students are expected to demonstrate understanding of the core ideas by grade-appropriate proficiency in: Asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.</p> <p>Disciplinary Core Ideas: Based upon SC and NGSS standards, the following core ideas will be emphasized:</p> <p><i>(Physical Science) Energy:</i> Definitions of energy (how much energy does an object possess, how can energy be moved from place to place); conservation of energy and energy transfer (colliding objects, light, electric currents, transformation of energy); relationship between energy and forces (colliding objects transfer energy and change the objects' motion); energy in chemical processes and everyday life (what is energy production, conversion of stored energy into desired form for practical use); and defining energy problems</p>

	<p>(constraints, desired features of a solution or criteria, comparing different solution proposals).</p> <p><i>(Physical Science) Waves and their Applications in Technologies for Information Transfer:</i> Wave properties (disturbing surface of water makes waves, water only moves in direction of wave when meets beach, waves of same type can differ in amplitude and wave length); electromagnetic radiation (an object is seen when light is reflects off its surface and enters the eyes); information technologies and instrumentation (digitized information can travel long distances without significant degradation, high-tech devices such as computers or phones can receive and decode information); optimizing the design solution (different solutions need to be tested to see which best solves a problem given criteria and constraints).</p> <p><i>(Life Science) From Molecules to Organisms – Structures and Processes:</i> Structure and function (plants and animals have external structures that serve various functions in growth, survival, behavior, and reproduction); and information processing (different sense receptors are specialized for different kinds of information which may be processed in an animal’s brain, animals are able to use their perceptions to guide their actions).</p> <p><i>(Earth and Space Science) Earth’s Place in the Universe:</i> The history of Planet Earth (local, regional, and global patterns reveal changes over time due to Earth’s forces, the presence of certain fossils indicate the order in which rock layers were formed).</p> <p><i>(Earth & Space Science) Earth’s Systems:</i> Earth materials and systems (rainfall helps shape the land and affects living things; wind, ice, water, living organisms, and gravity break rocks, soil, and sediments into parts and move them around); plate tectonics and large-scale system interactions (locations of mountain ranges, deep ocean trenches, and volcanoes; distribution patterns of earthquakes, volcanoes, and major mountain chains, locating different land and water features with maps); biogeology (living things affect the physical characteristics of their regions).</p> <p><i>(Earth & Space Science) Earth and Human Activity:</i> Natural resources (energy and fuels used by humans, how their use affects the environment); natural hazards (some hazards result from natural processes, humans cannot eliminate hazards but can take steps to reduce their impacts); and designing solutions to engineering problems (testing a solution involves investigating how well it performs under a range of likely conditions).</p> <p>Crosscutting Concepts: The following overarching concepts informed the organization of the core ideas: Patterns; cause and effect; energy and matter; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world.</p> <p>(South Carolina Department of Education, 2013; Next Generation Science Standards, 2013)</p>
Fifth Grade	<p>Science goals for grade 5 build upon previously acquired knowledge; emphasis will be based upon identifying questions suitable for generating a hypothesis; identifying independent (manipulated), dependent (responding),</p>

	<p>and controlled variables in an experiment; plan and conduct controlled scientific investigations, manipulating one variable at a time; use appropriate tools and instruments safely and accurately when conducting a controlled scientific investigation; construct a line graph from recorded data with correct placement of independent (manipulated) and independent (responding) variables; evaluate results of an investigation; and use a simple technological design process to develop and communicate a solution or product.</p> <p>Science and Engineering Practices: Students are expected to demonstrate understanding of the core ideas by grade-appropriate proficiency in: Developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, and obtaining, evaluating, and communicating information.</p> <p>Disciplinary Core Ideas: Based upon SC and NGSS standards, the following core ideas will be emphasized:</p> <p><i>(Physical Science) Matter and Its Interactions:</i> Structure and properties of matter (atoms, atoms form matter, properties of air, conservation of matter when it changes form, measurement of properties to identify materials); and chemical reactions (formation of new substance by mixing two or more different substances, conservation of mass/weight).</p> <p><i>(Physical Science) Motion and Stability—Forces and Interactions:</i> Types of interactions (gravitational force of Earth pulls object near Earth’s surface closer to the Earth).</p> <p><i>(Physical Science) Energy:</i> Energy in chemical processes and everyday life (energy released from food was once energy from the sun, energy cycle); and organization of matter an energy flow in organisms (food provides animals with materials they need for body repair and growth, and energy).</p> <p><i>(Life Science) From Molecules to Organisms – Structures and Processes:</i> Organization for matter and energy flow in organisms (plants acquire their material fir growth chiefly from air and water).</p> <p><i>(Life Science) Ecosystems –Interactions, Energy, and Dynamics:</i> Interdependent relationships in ecosystems (the food of almost any kind of animal can be traced back to plants, organisms are related in food web, newly introduced species can disrupt balance of ecosystem); and cycles of matter and energy transfer in ecosystems (matter cycles between the air and soil and among plants, animals, and microbes as organisms live and die; gas, liquids and solids are released back into the environment).</p> <p><i>(Earth & Space Science) Earth’s Place in the Universe:</i> The universe and its stars (sun is a star, appears larger and brighter because it is close, stars range greatly in their distance from the Earth); and Earth and the solar system (the orbits of Earth around sun and moon around Earth combines with rotation of Earth around its axis cause observable patterns; these include night and day, changes in length and direction of shadows; different positions of sun, moon, and stars at different times of the day, month, year).</p> <p><i>(Earth & Space Science) Earth’s Systems:</i> Earth materials and systems (major systems are the geosphere, hydrosphere, atmosphere, and biosphere;</p>
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	<p>these systems interact in multiple ways); and the roles of water in Earth's surface processes (nearly all available water is in the ocean, location and abundance of fresh water).</p> <p><i>(Earth & Space Science) Earth and Human Activity:</i> Human impacts on earth systems (human activities in agriculture, industry, and everyday life have major effects on the Earth and environment, as well as the air and outer space; actions can be taken to help protect Earth's resources and environments).</p> <p><i>(Engineering, Technology & Applications of Science) Engineering Design:</i> Defining and delimiting engineering problems (possible solutions have constraints, success is determined by desired properties of the solution or criteria, different proposals for solutions can be compared and evaluated); developing possible solutions; and optimizing the design solution (research on a problem should precede design, testing involves investigating how well it performs under a range of likely conditions, communicating with peers about proposed solutions is an important part of the design process, shared ideas can lead to improved designs).</p> <p>Crosscutting Concepts: The following overarching concepts informed the organization of the core ideas: Patterns; cause and effect; scale, proportion, and quantity; energy and matter; and systems and systems models.</p> <p>(South Carolina Department of Education, 2013; Next Generation Science Standards, 2013)</p>
Sixth Grade	<p>NOTE: Science goals for middle school grades 6-8 continue to focus on scientific inquiry and the process of scientific investigation, but the expectations and core ideas incorporate technological design, higher level process skills, more sophisticated application of mathematical concepts, and more rigorous analytical expectations.</p> <p>Science goals for grade 6 include: Utilizing grade-appropriate tools and instruments accurately and safely while conducting a controlled scientific investigation; utilizing a technological design process to plan and produce a solution to a problem or product; and utilizing appropriate safety procedures.</p> <p>Science and Engineering Practices: Students are expected to demonstrate understanding of the core ideas by grade-appropriate proficiency in: Developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; designing and evaluating solutions; obtaining, evaluating and communicating design and optimization information.</p> <p>Disciplinary Core Ideas: Based upon SC and NGSS standards, the following core ideas will be emphasized:</p> <p><i>(Earth Science) Earth's Geologic Processes:</i> Cycling of water through Earth's systems (models of mechanisms); energy and matter (flow and cycling); characteristics and movement of water; water, wind and ice (how they shape landscape); formation of soil types (weathering or deposition of rocks); natural hazards (how improve solutions to mitigate).</p> <p><i>(Earth & Space Science) Earth's Atmosphere and Weather:</i> Weather data analysis (statistics, variability, and probabilities); explanation of greenhouse</p>

	<p>effect (models of atmosphere and surface); explanation of atmospheric and oceanic circulation (latitude, altitude, geographic land distribution); local and regional climates (oceanic and atmospheric circulation); future severe weather events (maps, graphical displays of data sets, prediction, variability, probability); and interactions of air masses (changes in weather conditions).</p> <p><i>(Life Science) Reproduction, Growth, and Development:</i> Cells are basic unit of life (observed at various scales, provide evidence); unicellular and multicellular organisms (similar needs of food, water, waste disposal, appropriate environment); cell structure and function (plant and animal cell, organelles); photosynthesis (new plant matter produced via photosynthesis); specialized plant structures (plant reproduction).</p> <p><i>(Physical Science) Energy Interactions:</i> Newton's third law of action/reaction (test predictions); forces and motion (motion depends on sum of forces); electromagnetic devices (factors affecting electric and magnetic forces); force fields (between non-touching objects); simple stable state system (how develop, periodic application of force); kinetic energy, mass, velocity (used to define a real world problem); potential energy (effects of distance, electrical, gravitational, or magnetic fields); conduction, convection, and radiation (how design can minimize or maximize thermal energy transfer); transfer of energy (type of matter, amount of sample, change in temperature of sample); transfer of energy (when object is in motion); machine efficiency (designs that improve efficiency); and wave energy (amplitude, behavior of intersecting mechanical waves).</p> <p><i>(Engineering, Technology & Applications of Science) Engineering Design:</i> Defining and delimiting engineering problems (constraints, success determined by criteria, multiple solution comparison/evaluation); and process of developing successful engineering solution (research precedes design, testing, design optimization, shared ideas may improve design).</p> <p>Crosscutting concepts: The following overarching concepts informed the organization of the core ideas: Patterns; cause and effect; scale, proportion and quantity; energy and matter; structure and function; interdependence of science, engineering, and technology; systems and systems modeling; and the influence of science, engineering and technology on society and the natural world.</p> <p>(South Carolina Department of Education, 2013; Next Generation Science Standards, 2013)</p>
Seventh Grade	<p>Science goals for grade 7 include: Utilizing grade-appropriate tools and instruments accurately and safely while conducting a controlled scientific investigation; generating questions that can be answered through scientific investigation; explaining the reasons for testing one independent variable at a time in a controlled scientific investigation; explaining the importance that repeated trials and a well-chosen sample size have with regard to the validity of a controlled scientific investigation.</p> <p>Science and Engineering Practices: Students are expected to demonstrate understanding of the core ideas by grade-appropriate proficiency in: Developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking,</p>

	<p>and constructing explanations; designing and evaluating solutions; obtaining, evaluating and communicating design and optimization information.</p> <p>Disciplinary Core Ideas: Based upon SC and NGSS standards, the following core ideas will be emphasized:</p> <p><i>(Life Science) Adaptation and Changes OverTime:</i> Embryological development (evidence for phylogenetic relationships of vertebrates); natural selection (genetic variation, variation of traits in population, certain phenotypes increase survival rates); population genetics (mathematical models, natural selection in response to environmental conditions, increase/decrease of specific traits in population); speciation (allopatric); growth (how environmental factors and genetic factors influence); sexual reproduction (mathematical model, variation of traits among offspring); asexual reproduction (identical offspring with identical genetic information); mutations (mutations can affect proteins and result in harmful, beneficial, or neutral effects); influence of technologies on inheritance of desired traits in organisms (gather, read, and communicate information).</p> <p><i>(Life Science) Flow of Matter and Energy in Ecosystems:</i> Cycling of matter and flow of energy (role of photosynthesis); flow of energy and conservation of matter (living and nonliving parts of ecosystems); transfer of matter and energy (into and out of ecosystems and among organisms); recycling of nutrients (digestion, decomposition, formation of new molecules to support growth or release energy); matter and energy (organisms with different ecosystems obtain in similar ways); population changes (changes in physical, biological components); and disrupted ecosystems (parameters and models for reconstruction).</p> <p><i>(Life Science) Structure, Function, and Survival:</i> Body is system composed of interacting subsystems (systems approach has led to improvements in health, nutrition, medicine); five senses (receptors respond to stimuli, processed in brain, result in response or stored as memory); long-term memories (structure and functioning of interconnected brain nerve cells); animal behavior and reproduction (certain characteristic behaviors affect probability of success); and successful reproduction (empirical evidence for relationship of behavior with success).</p> <p><i>(Physical Science) Matter's Structure and Attributes:</i> Molecular models (simple molecules, molecules with complex structures); chemical and physical properties of pure substances (solution to practical problem); adding and removing heat from pure substance (molecular model, temperature changes, changes of state); conservation of mass (models, conservation of atoms, mass in chemical reaction); chemical reaction (analyze products and reagents to determine of chemical reaction has occurred); chemical release or absorption of thermal energy (chemical processes, design, construct, and test); plants produce sugars by reacting carbon dioxide and water and absorbing energy (opposite process occurs in plants and animals to release energy); and science of chemistry driven by people's needs and desires for new materials (synthetic materials come from natural resources and impact society).</p> <p>Crosscutting concepts: The following overarching concepts informed the</p>
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	<p>organization of the core ideas: Patterns; cause and effect; scale, proportion and quantity; energy and matter; structure and function; interdependence of science, engineering, and technology; systems and systems modeling; and the influence of science, engineering and technology on society and the natural world. (South Carolina Department of Education, 2013; Next Generation Science Standards, 2013)</p>
Eight Grade	<p>Science goals for grade 8 include: Designing a controlled investigation; recognizing the importance of a systematic process for safely and accurately conducting investigations; construct explanations and conclusions from interpretations of data obtained during a controlled scientific investigation; generate questions for further study on the basis of prior investigations; explain the importance of and requirements for replication of scientific investigations; utilize appropriate tools and instruments safely and accurately when conducting a controlled scientific investigation; utilize appropriate safety procedures.</p> <p>Science and Engineering Practices: Students are expected to demonstrate understanding of the core ideas by grade-appropriate proficiency in: Developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing evidence-based explanations; designing and evaluating solutions that meet constraints and criteria; obtaining, evaluating and communicating design and optimization information.</p> <p>Disciplinary Core Ideas: Based upon SC and NGSS standards, the following core ideas will be emphasized:</p> <p><i>(Life Science) Biotic and Abiotic Relationships in Ecosystems:</i> Resource availability (affect on individuals and populations); patterns of interaction (within different ecosystems); models of managed ecosystems (biodiversity within managed ecosystems); biodiversity and ecosystem services (socio-economic rationale, maintenance plans); social interactions and grouping behaviors (how contributes survival advantage); decisions about maintaining biodiversity in ecosystems (scientific, economic, political, and social justifications).</p> <p><i>(Earth Science) Societal Impacts on Earth's Systems:</i> Technologies used to monitor Earth's system changes (basis for processing human impacts); visual models of geosphere, hydrosphere, atmosphere, biosphere (significant impact of human activity); database evidence for human impact on Earth's systems (increase in human populations and consumption of natural resources); freshwater and biosphere resources (how balance competing demands for these resourced); use of technologies that rely on renewable and non-renewable (critical reading, evaluation, presentation of findings); minimizing human impact on environment (solutions that meet criteria and constraints); and digital communication device comparison using digital tools and mathematical concepts (optimal cost and performance tradeoff in real world context).</p> <p><i>(Earth Science) Earth's History:</i> Fossil record (evidence of the history of life on Earth); consistent patterns in natural systems (anatomical similarities and differences in fossils versus extant organisms); process of fossilization (why most individuals and entire species of organisms were never fossilized); relative</p>

	<p>dating of fossils and geologic events (geologic evidence to determine ages of a sequence of past events); timeline of major events in Earth's history (construction of scale models); geosciences processes, impact on shaping Earth's history (widely varying scales of time, evidence-based explanations); extinction and speciation (geologic and fossil record, influence of changes in Earth's history); and changes over time in geologic record in geosphere, atmosphere, hydrosphere (how changes impacted evolution and proliferation of living things).</p> <p><i>(Earth Science) Earth's Interior:</i> Natural hazards (location and frequency of earthquakes, volcanic eruptions, tsunamis); plate tectonics (patterns in fossil record, geologic record, continental shapes, seafloor structures); refinement of plate tectonic theory (new evidence, geologic activity at plate boundaries); convection, matter cycle between Earth's surface and deep mantle (plate tectonic models supporting explanation); rocks and minerals (data collection, physical and chemical processes of formation); uneven distribution of Earth's mineral and energy resources (plate tectonics, geologic processes); waves (how reflected, absorbed, transmitted through materials); and wave model of light (appearance of materials varies, composition of materials, wavelength and amplitude of light).</p> <p><i>Earth & Space Science: Natural and Man-Made Space Systems:</i> Earth-sun-moon system (cyclic patterns of tides, eclipses, observable constellations); Earth-sun system (seasons result of Earth's tilt, angle of sun, duration and intensity of sunlight, different regions); solar system (scale models, motions of planets as observed from Earth); surfaces of planets, moons, other solar system bodies (information from technologies developed for manned unmanned space exploration); location of our solar system within Milky Way galaxy (how instruments and other technologies allowed for discovery, theories on expansion and scale of universe); and motion of systems in space (gravitational interactions).</p> <p>Crosscutting concepts: The following overarching concepts informed the organization of the core ideas: Patterns; cause and effect; scale, proportion and quantity; energy and matter; structure and function; interdependence of science, engineering, and technology; systems and systems modeling; and the influence of science, engineering and technology on society and the natural world.</p> <p>(South Carolina Department of Education, 2013; Next Generation Science Standards, 2013)</p>
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Curriculum and Instructional Strategies Specific to Science

The science standards that must be covered by South Carolina public school science teachers are complex and cover a broad range of topics; even if a teacher is an expert in a given field of study, one individual is unlikely to be proficient in all subspecialties of science. Quality professional development as outlined by the National Science Teachers Association (2013) that

focuses on research and implementation of effective classroom learning and teaching strategies, content knowledge and development, and utilization of research-based methods that mirror those expected in classroom will empower teachers to successfully implement science standards at CVCS.

Science teachers will coordinate within and between grades to ensure coherence and cohesion of science instruction; teachers will also form collaborative teams within grade levels to develop content and strategies to collaborate on lesson plans for crosscutting, multidisciplinary concepts. Because CVCS is technology-focused, students will utilize a variety of devices and software programs and applications, including computers, handheld devices such as tablets or iPads, digital projectors, digital science equipment, health and fitness monitors, and so on. Computer technology teachers will collaborate with science teachers in grades K-8 to coordinate and develop strategies for meaningful use of technology to meet science instruction goals. Teachers may strive to augment science standards in grades K-8 with a cohesive exploration into how computers and other digital devices work. Waves, particles, and electricity cover certain aspects of this knowledge within existing science standards, but practical knowledge and a general understanding of how computer technology works will be beneficial to students in a technology-driven school.

Small group instruction, center-based learning, and project-based learning will incorporate many hands-on lab activities in the science classroom. Groups can be selected to allow for differentiation according to individual student needs and abilities so that each student's needs are addressed and so that all students receive the highest quality of instruction. Interactive field trips to nearby museums, natural areas, and businesses will be taken as often as allowed within budget and curriculum constraints to pair real world experiences with what is being

learned in the classroom. For example, when learning about how to design an engineering solution to a real world problem, companies such as Boeing, Bosch, General Dynamics, Nucor Steel, Cummins Turbo Technologies, and other businesses can be approached to provide meaningful extensions for engineering design concepts; for software, communications, and Internet science application extensions, excursions to Blackbaud, Amazon, Verizon, Google, and other companies would provide valuable insights into the processes and man-power behind what most of us experience virtually. Multidisciplinary studies may include attending arts performances, visiting museums, or engaging in activities such as an archeological dig; teachers will collaborate to prepare students in each discipline so that the field trip or activity will foster a deep, multifaceted understanding of the performance, museum exhibits, or activity.

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Math

A goal of Carolina Voyager Charter School (CVCS) is to fully engage students in the classroom and prepare them to be successful in the global workforce in a manner that allows flexibility in the design of the curriculum, instructional considerations and schedule to serve the vision of the school. It is clear that mathematical literacy is vital for our nation's economic growth, security, and civic progress. And never has the call to bring *all* children to high levels of mathematical literacy been sounded so forcefully (Stumbo, Circe, and Susan Follett Lusi, 2005). "Creative workers" who are able to analyze a situation, hypothesize about causes and effects, and craft new solutions will be in great demand in the coming years, will garner competitive wages, and will fuel a high performance economy. High quality mathematics education can prepare workers with these skills and intuitions (Stumbo, Circe, and Susan Follett Lusi, 2005). According to the South Carolina vital signs overview by Change the Equation, business leaders report that they cannot find the science, technology, engineering and mathematics (STEM) talent they need to stay competitive and student's lagging performance in K–12 is a critical reason why (Change the Equation 2012). The mathematics curriculum at CVCS has been aligned to the Common Core State Standards (CCSS) in an effort to ensure the use of rigorous math standards for K–8th grade and expose students to challenging content which prepares them for college and their future careers.

There is a fundamental belief by mathematics educators and mathematicians alike that every student should have a solid foundation in mathematics to function effectively and that there is a need to improve the learning of traditionally underserved groups of students (Ball, Ferrini-Mundy, Milgram, Schmid & Schaar, 2005). Math instruction at CVCS will address the socially acceptable culture of mathematical illiteracy that has plagued our community by providing experiences that will foster a new found love mathematics. Teachers will utilize various

instructional strategies ranging from direct instruction to student-driven exploration. When making the decision about what strategies will be used to teach, teachers at CVCS will base those decisions on the concept/skill being taught, the learning goals and objectives as outlined within the curriculum, and the students current skill level and knowledge base. CVCS teachers will manage the use of real-world problems or mathematical applications in ways that focus students' attention on the mathematical ideas that the problems are intended to develop (Stumbo, Circe, and Susan Follett Lusi, 2005). CVCS teachers will transform the classroom into an inquiry-based learning environment which promotes interdisciplinary learning through centers, whole group and small group instruction and the infusion of technology. CVCS understand that such resources as classroom technology, textbooks, and other learning aides are important tools in the enhancement of mathematics instruction; however, none of these compares to the value of a highly qualified teachers. For this reason, CVCS is committed to ensuring that teachers are provided with quality initial preparation and ongoing, systemic professional development. Training will include the implementation of professional learning communities to foster a spirit of collaboration and encourage teachers to continue perfecting their craft so that they can provide learning authentic opportunities for the students they teach.

Summary of What is to be Achieved Each Year in Mathematics

The core curriculum for each grade level will be outlined based on the Mathematical Practices and the Academic standards as outlined in the Common Core State Standards Initiative documents. The table below provides an introduction to the expectations for each grade level, while the document itself provides an overview of the standards, clusters and domains that are used as a guide for instruction. The information provided below as well as detailed descriptions

of the Standards of Mathematical Practice and the grade level standards can be found at www.corestandards.org/Math.

Kindergarten	<p>In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.</p> <p>1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.</p> <p>2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.</p> <p>(Common Core State Standards Initiative, 2012)</p>
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First Grade	<p>In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.</p> <ol style="list-style-type: none"> 1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction. 2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes. 3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹ 4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry. <p>(Common Core State Standards Initiative, 2012)</p>
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<p>Second Grade</p>	<p>In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.</p> <ol style="list-style-type: none"> 1. Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones). 2. Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds. 3. Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length. 4. Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. <p>(Common Core State Standards Initiative, 2012)</p>
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Third Grade	<p>In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.</p> <ol style="list-style-type: none"> 1. Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division. 2. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators. 3. Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle. 4. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole. <p>(Common Core State Standards Initiative, 2012)</p>
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<p>Fourth Grade</p>	<p>In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.</p> <p>1. Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.</p> <p>2. Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.</p> <p>3. Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.</p> <p>(Common Core State Standards Initiative, 2012)</p>
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Fifth Grade	<p>In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.</p> <p>1. Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)</p> <p>2. Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.</p> <p>3. Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.</p> <p>(Common Core State Standards Initiative, 2012)</p>
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<p>Sixth Grade</p>	<p>In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.</p> <ol style="list-style-type: none"> 1. Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates. 2. Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane. 3. Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities. 4. Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their
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	<p>variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected. Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.</p> <p>(Common Core State Standards Initiative, 2012)</p>
Seventh Grade	<p>In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.</p> <p>1. Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.</p> <p>2. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.</p> <p>3. Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-</p>

	<p>dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.</p> <p>4. Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.</p> <p>(Common Core State Standards Initiative, 2012)</p>
Eighth Grade	<p>In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.</p> <p>1. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.</p> <p>2. Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical</p>

	<p>representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.</p> <p>3. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.</p> <p>(Common Core State Standards Initiative, 2012)</p>
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Curriculum and Instructional Strategies for Mathematics

The implementation of the blended learning model is what will truly set CVCS apart from traditional school settings. Students will interact with their, teachers, other students, the content and instructional resources in ways that will provide them the greatest opportunity to meet grade level expectations as previously outlined. The use of the backward design model will allow teachers to identify the desired results from the students, determine acceptable evidence of those results and plan the learning experiences and instruction that will be provided to the students (Wiggins & McTighe, 2005). This process will be used to ensure the best allocation of time, make the curriculum/content relevant for the students and their individual learning goals, provide opportunities for the teacher to serve as facilitator of the students' learning and make sound instructional decisions. In doing so, students will have more time to collaborate with one another using project/problem based learning, and with the teacher to meet their learning goals and objectives. Heavy emphasis will be placed on students becoming creators/producers in the classroom and allows them to demonstrate their understanding of the mathematics content in a

manner that best meets their individual learning styles using various methods such as audio and video.

The Common Core State Standards for Math (CCSSM) offer teachers the opportunity to collaborate to provide students powerful learning experiences, technology to support students, and the opportunity to ensure that students will deeply understand the mathematics they are learning (NCTM 2013). Professional development that focuses on research-based best practices for effective classroom instruction, increased mathematical content knowledge and time spent collaborating with other teachers to plan and integrate best practices will enable teachers to implement CCSSM effectively and with fidelity. CVCS will reach out to the businesses in the community to provide rich experiences for the students so that they gain a better understanding of the world around them and how the mathematics they learn in the classroom is applied in the field. When planning units of study, teachers will have opportunities to visit local businesses, natural resources centers and museums to learn how the resources they provide can be brought into the classroom, both physically and virtually, and learn about the various levels of support that can be provided to the students. For example, companies may allow employees to come to the school campus to assist students with a project design related to their field, or allow student to visit their site to learn about the day to day operations as it relates to concepts addressed in a unit of study. Teachers at CVCS will be better able to design hands-on experiences in the classroom and facilitate a learning environment that is conducive to whole and small group instruction, project-based learning and interdisciplinary instruction.

Technology will play a key role in supporting curriculum and instruction at Carolina Voyager. Students will have access to either personal laptops or tablets in an effort to provide every student the opportunity to become researchers in and outside of the classroom. With

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instant access to instructional materials, documents and information that supplement the curriculum, teachers have the capacity to instruct, assess and monitor the performance of their students in a manner that is truly authentic and relevant to each individual student. Other technologies that will be made available to both students and teachers will be interactive white boards, graphing and non-graphing calculator technology (and accessories associated with these devices), data collection devices, computer software programs, and classroom apps for tablet technology. Planning, preparation, implementation and the evaluation all forms of technology will be the key to successfully integrating new technology into curriculum and instruction. Just as CVCS will provide training for teachers on the use of various instructional strategies that will be used in the classroom, the same will hold true for classroom technologies that will be used. Training will include, but will not be limited to the general operation and use of the technology, but also methods for training students on the appropriate use of the technology to master learning goals and objectives.

In addition to ensuring that teachers and students receive ongoing training, parents will also be equipped with the tools necessary for assisting their students through their educational experiences. Parents will be encouraged to help their students utilize the technology provided to them to assess tutorials, assist with conducting research and creating projects/presentations at home. CVCS is committed to ensuring that parents understand the instructional strategies that are being used to teach their student(s).

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Physical Education

CVCS will follow the SC Standards for Physical Education for each grade from K-8th grade:

Grade	Standards with Learning Domains
These standards are applied in Kindergarten through 8 th grade	<p><i>Standard 1 - Psychomotor</i></p> <p>The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><i>Standard 2 - Cognitive</i></p> <p>The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities.</p> <p><i>Standard 3 - Psychomotor</i></p> <p>The student will participate regularly in physical activity.</p> <p><i>Standard 4 - Psychomotor</i></p> <p>The student will achieve and maintain a health-enhancing level of physical fitness.</p> <p><i>Standard 5 - Affective</i></p> <p>The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p> <p><i>Standard 6 - Affective</i></p> <p>The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.</p>

More grade level curricular content aligned with these is available at:
http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/Physical_Education.cfm

Foreign Language

CVCS is committed to providing foreign language instruction to students each year they are enrolled at the school. Spanish will most likely be the initial language for instruction. Students at CVCS will work towards demonstrating indicators of fluency each year.

The SC standards for Modern and Classical Languages can be found at:

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/ModernClassicalLanguages2006.pdf>

It is the state's essential questions within each standards goal that resonate with the vision of CVCS and are well aligned with the cross-curricular work of the school and CCSS (even though they were drafted prior to the CCSS). Such as the essential questions framing the Communication Goal:

- What does one need to know and be able to do in order to conduct effective interpersonal communication with those who speak a language that is not one's native tongue? (interpersonal mode—two-way communication in which meaning is negotiated by both parties)
- What does one need to know and be able to do in order to correctly interpret what one hears and reads in a language that is not one's native tongue? (interpretive mode — one-way communication in which a single party derives meaning from reading or listening without negotiation)
- What does one need to know and be able to do in order to effectively present oral and written information in a language that is not one's native tongue? (presentational mode — communication by way of a prepared written or oral statement that an individual has prepared in advance and edited)

CVCS will pull from Charleston's diverse international community to expose students to many different languages and cultures, further peaking student interest in other languages.

Visual and Performing Arts Standards

CVCS will naturally engage students in the Visual and Performing Arts in the cross-curricular course work, but will also provide standards aligned formal instruction that is closely tied to the arts world of Charleston.

Students at CVCS will create original artwork, plays, and music that are aligned to these standards and will have multiple opportunities to share their work with their peers, families, and community members during student expos. Their progress in the visual and performing arts will also be captured in e-portfolios.

The SC standards by grade for Visual and Performing Arts are provided by SCDE here:

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/Visual_and_Performing_Arts.cfm

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Appendix H – Student Handbook

CVCS will use a modified code of conduct based on CCSD's code with an appeal process to the Board of Directors. The school will further develop their code of conduct during the planning year with legal review for compliance with all applicable laws. The school will review the related laws as applicable when changes occur and adopt policies and procedures accordingly.

<http://www.ccsdschools.com/Families/documents/CCSDCODEOFCONDUCT2012-13.pdf>

Appendix I – ByLaws

ARTICLE I – NAME AND OFFICES

Section 1.1. Name of Corporation. The name of the Corporation shall be as specified in its Articles of Incorporation, to wit: **Carolina Voyager Charter School**. (hereinafter referred to as the "Corporation").

Section 1.2. Address of Corporation. The location and address of the registered office of the Corporation shall be #18 North Adgers Wharf, Charleston, South Carolina 29401.

ARTICLE II – NATURE OF CORPORATION

Section 2.1. Non-Profit. The Corporation does not contemplate pecuniary gain or profit, incidental or otherwise, to its members.

Section 2.2. Purposes. The purposes for which the Corporation is to be formed is to organize a charter school pursuant to South Carolina Code Ann. § 59-40-5 et seq., South Carolina Code Ann. § 59-40-10 et seq., the South Carolina Charter Schools Act of 1996, as amended (hereinafter “the SCCS Act”), and as set forth in the Articles of Incorporation, to wit: in accordance with section 501(c)(3) of the Internal Revenue Code, as an educational organization, specifically a public charter school in Charleston, SC, with the mission of creating resilient learners and empathetic citizens by fostering, supporting, and promoting excellence in learning in an engaging, technology rich environment balanced with the social and emotional development of needs of the 21st century student.

Section 2.3. Limitations and Restrictions.

Income and Distributions: No part of the assets, income, or net earnings of the Corporation shall be distributable to or shall inure to the benefit of its Members, Trustees, Directors, Officers, or any Shareholder or Private Individual, but reasonable expenses may be reimbursed and reasonable compensation may be paid for services rendered to enable the Corporation to provide the functions for which it has been organized.

Dissolution: Pursuant to the SCCS Act and federal law, upon the dissolution of the Corporation, its assets may not inure to the benefit of any private person. Any assets attained through restricted agreements with a donor through awards, grants or gifts must be returned to the entity, if such entity is a legal non-profit entity. All other assets of the Corporation shall become the property of the school district which is the Sponsor of the charter school.

Scope of Activity: Notwithstanding any other provision herein, the Corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue Law, or (b) by an organization, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Prohibited Transactions: No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Section 2.4. Non-Discrimination. The Corporation shall be non-sectarian, non-religious and non-discriminatory. Furthermore, the Corporation shall hire staff and accept students without discrimination as to race, color, religion, national origin, sex, marital status, sexual orientation, educational affiliation, handicap status, or age, and shall comply with all applicable laws and regulations relating thereto including those specifications regarding admission as to racial composition pursuant to South Carolina Code Ann. § 59-40-50 (B)(6).

Section 2.5. Enrollment. Subject to total enrollment limitations, enrollment in the School shall be open to any child in accordance with the South Carolina Charter Schools Act, related amendments, and interpreted case law.

ARTICLE III – MEMBERS

Section 3.1. No Members. The Corporation shall have no members. Any action which would otherwise, by law, require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise, by law, vest in the members shall vest in the Board of Directors. Nothing in this Article III shall be construed to limit the Corporation’s right to refer to persons associated with it as “members,” even though such persons are not members. The Board of Directors may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the Corporation.

Section 3.2. Annual Meetings. The annual meeting of the Board shall be held by the third week of March of each year. The Board shall also meet regularly with a quorum present at least six (6) times each year. An annual schedule of regular meetings shall be adopted, published and posted at the school office and provided to local media in September of each year. All meetings are open to the public.

Section 3.3. Place and Time of Annual Meetings. All meetings of the Board (hereinafter “Board”), including the annual meeting, shall be held at such places within or without the State of South Carolina and at such times that shall be specified in the respective notices of such meetings or waivers thereof.

ARTICLE IV – BOARD OF DIRECTORS, CHARTER GOVERNING BOARD

Section 4.1. Management. The Charter Governing Board means the governing body of the Charter School and also shall be the Board of Directors of the Corporation. The business and affairs of the Corporation shall be managed by the Board of Directors (hereinafter sometimes referred to as the “Board”). The members shall act only through the duly constituted Board.

Section 4.2. Responsibilities. The Board's responsibilities include, but are not limited to, the following:

- a) Sign the Charter School Contract and revisions thereto;
- b) Establish policies for the governance in accordance with national, state, and local laws governing public charter schools in South Carolina;
- c) Make every effort to maintain a positive working relationship with the Sponsoring School District;
- d) Comply with all Federal and South Carolina laws;
- e) Develop strategic plans for the School;
- f) Review monthly financial reports and adopt an annual on the budget and any necessary revisions thereto;
- g) Assist in fundraising activities for the School;
- h) Approve and execute all necessary contracts on behalf the School;
- i) Hire, evaluate, retain and, if necessary, remove the school administrator;
- j) Approve employment agreements for teachers and non-teaching employees;
- k) Evaluate the Administrator of the school at least annually;
- l) Ensure that all employee applicants have met certification requirements and applicable background investigations before employment;
- m) Review and adjust pay scales, performance criteria and discharging policies as required;
- n) Develop policies regarding operations of the school, budgeting and curriculum;
- o) Review and evaluate the academic and administrative achievements and progress towards annual goals;
- p) Hear appeals for teacher dismissals and student expulsions;
- q) Build and maintain a parent, educator, and community partnership;
- r) Conduct periodic reviews of school guidelines regarding health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district, as needed, and adhere;
- s) Develop and adopt policies of the school;
- t) Oversee and maintain the financial health of the School;
- u) Perform any and all necessary legal acts to effectuate the purpose of the Corporation;
- v) Maintain accurate up-to-date records of the business conducted at all Board meetings;
- w) Contract for other services, including, but not limited to, transportation, accounting and legal;
- x) Notify the public of scheduled meetings in accordance with state laws.

The faculty of the School, under the direction of the Administrator, shall be responsible for implementing the development of the School's curriculum and teaching methods, consistent with the mission of the School.

Section 4.3. Composition and Election. Board members shall qualify under the SCCS Act and demonstrate commitment to the school's mission. The Board shall consist of seven (7) to nine (9) voting members. At least 50% of the Members of the Board shall be elected by the parents or guardians of students enrolled in the School and the employees of the School pursuant to the SCCS Act. Parents or guardians of a student shall have one vote total for each student enrolled in the charter school; parents and guardians within each family will determine who will cast that vote. Each employee shall have one vote. The elected Members of the Board shall be elected by

a plurality of the votes cast. Eligible voters will vote on a slate presented by Board Development Committee and approved by the Board. The elected Board will be elected at-large. Up to 49% of the board may be appointed by the board upon review of the Board Development Committee for skills that will advance the mission of the school. At least fifty percent of the members of the board, as specified in the bylaws, shall be individuals who have a background in K-12 education or in business. The board shall approve election timelines each year at least 3 month before terms expire and the election shall be conducted by the end of February each year.

Section 4.3a Term of Office. The term of office of each director shall be two (2) years except in the first year of elections where no more than 50% of the board will have terms for one year as determined by the board development committee.

Section 4.3.b Ex-Officio Committee Members. There will be no ex-officio members.

Section 4.4. Annual and Regular Meetings. The Annual Meeting of the Board shall be held by the third week of March of each year. The Board shall also meet regularly with a quorum present at least six (6) times each year. An annual schedule of regular meetings shall be adopted, published, and posted at the school office and provided to local media in September of each year. Meetings of the Board shall be general meetings and open for the transaction of any business within the powers of the Board without special notice of such business except in any case where special notice is required by law or by the Bylaws. All meetings are open to the public.

Section 4.5. Special and Emergency Meetings. Special meetings of the Board shall be called at any time by the Secretary upon the written request delivered to the Secretary by electronic mail (e-mail) of either the Chairperson or three (3) Members of the Board upon twenty-four (24) hours' notice posted and delivered to all members and local news media. Meetings shall be held at the place stated in the notice and shall be open to the public. Emergency meetings may be called at the discretion of the Chairperson. An emergency meeting may be held without notice, so long as there is a quorum.

Section 4.6. Place and Time of Meetings. All meetings of the Board shall be held at such place or places within the State of South Carolina and at such times as shall be specified in the specific notices of such meetings.

Section 4.7. Notice of Meetings. Notices of meetings of the Board, along with an agenda, shall be posted in the School and provided to the public in accordance with the requirements of the Freedom of Information Act.

Section 4.8. Open Meetings and Administrative Records. All official actions and all deliberations undertaken by a quorum of the Board shall take place at a meeting open to the public, as provided in the Freedom of Information Act, except in cases where executive sessions are authorized pursuant to the Freedom of Information Act.

Section 4.9. Quorum and Voting. In all meetings of the Board, the presence of a majority of the Members of the Board shall be necessary and sufficient to constitute a quorum. Unless otherwise provided by law or by the Bylaws, the act of a majority of the Members of the Board

present shall be the act of the Board. In the absence of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or to take a recess.

Meetings of the Board may be conducted informally, but all decisions of the Board will be taken by vote. At the request of any member, any meeting or action within a meeting will be conducted in accordance with the procedures outlined in the then current edition of *Robert's Rules of Order* except when they conflict with these Bylaws.

Section 4.10. Resignation and Removal of Members of the Board. Any member of the Board may resign at any time during the elected year(s) of service. Any member of the Board may be removed at any time with cause at any meeting of the Board by a majority vote of the Board of Directors called for that purpose. Cause will be considered failure to organize or neglect of duty, abandoning his or her duties and responsibilities, conduct prejudicial to the interests of the corporation, or failure to act in the best interest of the corporation's students and faculty, according to the SCCS Act. Members of the Board are expected to attend at least seventy-five percent (75%) of all Board meetings and seventy-five percent (75%) of meetings of the committee or committees on which he or she has agreed to serve. Failure to attend meetings as outlined herein may be cause for removal of a member of the Board. A member of the Board shall be removed for conviction of a felony crime or a crime of moral turpitude. A member of the board who has been removed shall be prohibited from running for future Board positions.

Section 4.11. Vacancies. In the event any vacancy occurs on the Board, the Chair shall call an election for a new Member of the Board to be held within forty-five (45) days unless a regular election is within sixty (60) days in which case the vacancy can be included in the regular election. The election shall be held pursuant to the SCCS Act, and as provided for in these Bylaws. The replacement Member of the Board shall serve for the remainder of the unexpired term of the Member of the Board whose departure created the vacancy. In the event that there can be no quorum due to vacancies on the Board, the Chairperson may appoint temporary Members of the Board who will serve until such time that an election can be held.

Section 4.12. Compensation and Expenses. Members of the Board shall serve without compensation but may be reimbursed for expenses incurred when acting at the request of and on behalf of the Board.

Section 4.13. Qualifications of the Board of Directors. Members of the Board shall qualify under all requirements of the SCCS Act. A person who has been convicted of a felony may not be elected to the Board of Directors.

Section 4.14. Charter Committee. The Corporation's Charter Committee shall serve as an interim board until the first election is held no later than February 2015. The Charter Committee is the governing body of a charter school formed by the applicant to govern through the application process and until the election of a Board of Directors is held. After the election, the Board of Directors of the corporation must be organized as the governing body and the charter committee is dissolved. The Charter Committee will follow these bylaws with the exception of the number of members.

ARTICLE V – OFFICERS

Section 5.1. Number of Officers. The officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The aforementioned officers must be members of the Board. The officers shall perform such duties as usually pertain to the offices which they hold or as may be assigned to them by the Board of Directors.

Section 5.2. Election of Officers. The President, Vice President, Secretary, and Treasurer of the Board shall be elected annually by the Board of Directors at the designated Annual Meeting of the Board. Officers shall be elected by a plurality of the votes cast by the Members of the Board and may succeed themselves. Each person elected as an officer shall continue in office until the next annual meeting after his/her election or until his/her successor shall have been duly elected and qualified, or until his/her earlier death or resignation, in accordance with the Bylaws. Vacancies of officers caused by death, resignation, or decrease in the number of officers may be filled by a majority vote of the Board at a special meeting called for that purpose or at any regular meeting.

Section 5.3. Additional Officers and Agents. The Board, at any meeting, may, by resolution, appoint such additional officers and such agents and determine their term of office and compensation, if any, as it may deem advisable. The Board may delegate to any officer or committee the power to appoint such subordinate officers, agents, or employees and to determine their terms of office and compensation, if any.

ARTICLE VI – COMMITTEES

Section 6.1. Ad Hoc Committees. The Board may from time to time, by resolution, constitute such committees of officers, employees, or non-members, with such functions, powers and duties as the Board deems necessary or appropriate. Unless the Board shall provide otherwise, each such committee shall enact rules and regulations for its governance.

Section 6.2. Standing Committees. As soon as practicable, the Board chair shall, subject to the Board's approval and stated provisions to the contrary herein, appoint the chairperson of the standing committees identified hereafter from among the Board. Chairpersons shall hold office at the discretion of the Board.

Section 6.2.1. Board Development Committee. The Board Development Committee shall consist of at least three members appointed by the board. The Board Development Committee shall, upon a majority vote of all the committee members, nominate to fill Board, Disciplinary Committee, or Board Development Committee vacancy as required for the unexpired portion of any term. The Board Development Committee will also ensure the board has the correct balance of skills to advance the mission of the school and plan ongoing board development training. Nothing herein shall preclude any member from seeking consecutive terms to serve on the Board Development Committee.

Section 6.2.2. Disciplinary Review Committee. The Disciplinary Review Committee shall consist of five (5) members. The committee shall be two (2) qualified parent volunteers, the

Board vice chair, and two (2) board members. The Disciplinary Review Committee shall be empowered to examine all facts, hear appeals, and render a decision pertaining to suspension and expulsion brought on an appeal of an Administration decision. A finding and recommendation of the Disciplinary Review Committee pertaining to any suspension and expulsion must be approved by three-fourths of the members of the Committee. The student or the Administration may appeal any suspension or expulsion finding and/or recommendation to the Board of Directors with the Board's decision on the issues being final and without further review.

ARTICLE VII – INDEMNIFICATION

Section 7.1. General. The Corporation shall indemnify each officer, Board member, employee and representative (“Indemnatee”) from the expenses and risks as set forth in Sections 2 and 3 of this Article if such Indemnatee has acted in good faith or in a manner which a reasonable person would believe to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action proceeding, had no reason to believe his or her conduct was unlawful. A member shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause his/her reliance to be unwarranted. Absent breach of fiduciary duty, lack of good faith, or self-dealing actions taken as a member or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 7.2. Expenses. Indemnitees shall be indemnified against all expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by the Indemnatee in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that the Indemnatee is or was a representative, officer or director of the Corporation, or is or was serving at the request of the Corporation as a representative of another corporation, partnership, joint venture, trust or other enterprise.

ARTICLE VIII – LIMITATION OF PERSONAL LIABILITY

Section 8.1. Personal Liability. A member of the Board of Directors shall not be personally liable for monetary damages for any action taken or any failure to take any action, unless (a) such member has breached or failed to perform his/her duties as a member, including his/her duties as a member of any committee of the Board upon which he/she may serve, pursuant to the standard of care set forth in Section 2 of this Article, and (b) such breach or failure to perform constitutes self-dealing, willful misconduct, or recklessness.

Section 8.2. Standard of Care. Each member of the Board shall stand in a fiduciary relation to the Corporation and shall perform his/her duties as a member, including his or her duties as a member of any committee of the Board upon which he or she may serve, in good faith, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a member shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by those believed to be competent, capable, knowledgeable, or have such expertise on the subject matter. Breach of fiduciary duty or lack of good faith shall

constitute failure of care. Any Board member acting in this manner shall be removed from the Board and prohibited from running for future Board positions.

A member shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause his/her reliance to be unwarranted. Absent breach of fiduciary duty or lack of good faith, actions taken as a member or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 8.3. Conflict of Interest. The Officers, Board of Directors, and other elected individuals shall exercise the utmost good faith in all transactions relating to their Corporation duties and will be held to a strict rule of honest and fair dealings. They shall not use their position, or knowledge gained there from, so that a conflict might arise between the Corporation's interest and that of the individual. All acts by any member shall be for the benefit of the Corporation in any dealings that may affect the Corporation. During their terms, elected individuals shall promptly make a full disclosure to the Board of Directors of any existing or new employment, activity, investment, or other interest that might involve obligations which could adversely compete with or be in conflict with the interests of the Corporation.

ARTICLE IX – MISCELLANEOUS PROVISIONS

Section 9.1. Fiscal Year and Audit. The fiscal year of the Corporation shall begin on July 1 and end on June 30 each year. The Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts of the Corporation and to provide such audits as are required pursuant to the SCCS Act.

Section 9.2. Execution of Contracts. The President has authority to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation provided that the information has been presented to and has been approved by a majority vote of the Board of directors. In case of emergency, the Board must be notified of any changes at the next regularly scheduled Board meeting. The Board may also authorize any other officer, employee or agent, in the name of and on behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or confined to specific instances. Unless so authorized by these Bylaws or by the Board, no officer, employee, or agent shall have any power to bind the Corporation by any contract or engagement or to pledge its credit or to render it pecuniarily liable for any purpose or in any amount.

Section 9.3. Commercial Paper. All checks and other orders for the payment of money out of the funds of the Corporation, and all notes or evidences of indebtedness of the Corporation, shall be executed on behalf of the Corporation by such officer or officers or employee or employees, as the Board may, by resolution, from time to time determine.

Section 9.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited, from time to time, to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may, from time to time, select or as may be selected by any officer or employee of the Corporation to whom such power may, from time to time, be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power

may be delegated by the Board, may endorse, assign and deliver checks, drafts, and other orders for the payment of money that are payable to the order of the Corporation.

Section 9.5. Notices. Except as may otherwise be required by law, any notice required to be given shall be in writing and signed by the Chairperson or the Secretary; and any notice so required shall be deemed to be sufficient if given by depositing the same in a post office box in a sealed postpaid wrapper, addressed to the person entitled thereto at his last post office address appearing on the records of the Corporation, and such notice shall be deemed to have been given on the day of such mailing. Any notices required to be given may be waived, by the person entitled thereto in writing (including telegraph, cable, radio or wireless), whether before or after the meeting or other matter in respect of which such notice is to be given, and in such event such notice need not be given to such person.

Section 9.6. Forms of Records. When consistent with good business practices, any records of the Corporation may be maintained in other than written form if such other form is capable of reasonable preservation and conversion into written form within a reasonable time.

Section 9.7. Corporate Records. The Corporation shall keep as permanent written records a copy of the minutes of all meetings of its members and Board of Directors, a record of all actions taken by the members or Directors without a meeting, and a record of all actions taken by committees of the Board of Directors. The Corporation shall maintain appropriate accounting records. The Corporation or its agent shall maintain a record of the name and address, in alphabetical order, of each member. The Corporation shall keep a copy of the records at its Principal Office.

Section 9.8. Bylaw Amendments. These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at a regularly scheduled Board meeting, provided that notice of any proposed amendment or change is made available to Members of the Board and to the public at least 30 days prior to the meeting at which they are voted upon. Only editorial changes to proposed amendments may be made at the meeting. The Board will review the Bylaws at least once every three years. Any amendments to the Bylaws that are inconsistent with the SCCS Act, or would result in the Corporation's loss of its ability to claim non-profit status under either the Internal Revenue Code or the South Carolina Non-profit Corporation Act, shall be null and void.

Section 9.9. Severability. If any provision of these Bylaws or the application thereof to any person or circumstances shall be held invalid or unenforceable to any extent by a court of competent jurisdiction, such provision shall be complied with or enforced to the greatest extent permitted by law as determined by such court, and the remainder of these Bylaws and the application of such provision to other persons or circumstances shall not be affected thereby and shall continue to be complied with and enforced to the greatest extent permitted by law.

Section 9.10. Usage. In construing these Bylaws, feminine or neuter pronouns shall be substituted for masculine forms and vice versa, and plural terms shall be substituted for singular forms and vice versa, in any place in which the context so requires. The section and paragraph headings contained in these Bylaws are for reference purposes only and shall not affect in any

way the meaning or interpretation of these Bylaws. Terms such as “hereof”, “hereunder” “hereto”, and words of similar import shall refer to these Bylaws in the entirety and all references to “Articles”, “Paragraphs”, “Sections”, and similar cross references shall refer to specified portions of these Bylaws, unless the context clearly requires otherwise. Terms used herein which are not otherwise defined shall have the meanings ascribed to them in the SCCS Act and if not defined therein, then shall have their plain and ordinary meaning. All references to statutory provisions shall be deemed to include corresponding sections of succeeding law.

Section 9.11. Conflict between Bylaws, Articles and South Carolina Law. The Articles of Incorporation of the Corporation and South Carolina law including, without limitation, the South Carolina Nonprofit Corporation Act of 1994, as amended, and the South Carolina Charter Schools Act of 1996, as amended, together with the regulations, are incorporated herein by reference. Any conflict within the terms of these Bylaws, the Articles, and South Carolina law should be resolved in the following order: (1) South Carolina law, (2) the Articles, and (3) these Bylaws.

Appendix J – Articles of Incorporation

The State of South Carolina



Office of Secretary of State Mark Hammond

Certificate of Incorporation, Nonprofit Corporation

I, Mark Hammond, Secretary of State of South Carolina Hereby certify that:

CAROLINA VOYAGER CHARTER SCHOOL,
a nonprofit corporation duly organized under the laws of the State of South Carolina on April 5th, 2013, and having a perpetual duration unless otherwise indicated below, has as of the date hereof filed a Declaration and Petition for Incorporation of a nonprofit corporation for Religious, Educational, Social, Fraternal, Charitable, or other eleemosynary purpose.

Now, therefore, I Mark Hammond, Secretary of State, by virtue of the authority in me vested by Chapter 31, Title 33, Code of 1976 and Acts amendatory thereto, do hereby declare the organization to be a body politic and corporate, with all the rights, powers, privileges and immunities, and subject to all the limitations and liabilities, conferred by Chapter 31, Title 33, Code of 1976 and Acts amendatory thereto.

Given under my Hand and the Great
Seal of the State of South Carolina this
15th day of April, 2013.


Mark Hammond, Secretary of State

Note: This certificate does not contain any representation concerning fees or taxes owed by the Corporation to the South Carolina Tax Commission or whether the Corporation has filed the annual reports with the Tax Commission. If it is important to know whether the Corporation has paid all taxes due to the State of South Carolina, and has filed the annual reports, a certificate of compliance must be obtained from the Tax Commission.

APR 05 2013

STATE OF SOUTH CAROLINA
SECRETARY OF STATEARTICLES OF INCORPORATION
Nonprofit Corporation - Domestic
Filing Fee \$25.00Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINATYPE OR PRINT CLEARLY IN BLACK INK

Pursuant to S.C. Code of Laws §33-31-202, the undersigned corporation submits the following information:

1. The name of the nonprofit corporation is Carolina Voyager Charter School

2. The initial registered office (registered agent's address in SC) of the nonprofit corporation is

#18 N. Adgers Wharf
Charleston Charleston SC 29401
 City County State Zip Code

The name of the registered agent of the nonprofit corporation at that office is

Tulia P. Copeland
 Print Name

I hereby consent to the appointment as registered agent of the corporation.

[Signature]
 Agent's Signature

3. Check "a", "b", or "c" whichever is applicable. Check only one box.

- a. ☒ The nonprofit corporation is a public benefit corporation.
 b. ☐ The nonprofit corporation is a religious corporation.
 c. ☐ The nonprofit corporation is a mutual benefit corporation.

4. Check "a" or "b", whichever is applicable.

- a. ☐ This corporation will have members.
 b. ☒ This corporation will not have members.

5. The address of the principal office of the nonprofit corporation is

#18 N. Adgers Wharf
Charleston Charleston South Carolina 29401
 City County State Zip Code



6. If this nonprofit corporation is either a public benefit or religious corporation complete either "a" or "b", whichever is applicable, to describe how the remaining assets of the corporation will be distributed upon dissolution of the corporation. **If you are going to apply for 501(c)(3) status, you must complete section "a."**

a. ☒ Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code, or shall be distributed to the Federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

☐ If you choose to name a specific 501(c)(3) entity to which the assets should be distributed, please indicate the name of the selected entity.

OR

b. ☐ If the dissolved corporation is not described in Section 501(c)(3) of the Internal Code, upon dissolution of the corporation, the assets shall be distributed to one or more public benefit or religious corporations or to one or more of the entities described in (a.) above.

☐ If you chose to name a specific public benefit, religious corporation or 501(c)(3) entity to which the assets should be distributed, please indicate the name of the selected entity.

7. If the corporation is a mutual benefit corporation complete either "a" or "b", whichever is applicable, to describe how the (remaining) assets of the corporation will be distributed upon dissolution of the corporation.

a. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets shall be distributed to its members, or if it has no members, to those persons to whom the corporation holds itself out as benefiting or serving.

b. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets, consistent with the law, shall be distributed to

8. The optional provisions which the nonprofit corporation elects to include in the articles of incorporation are as follows (See S.C. Code of Laws §33-31-202(c)).
-
-

Name of Corporation Carolina Voyager Charter School

9. The name and address of each incorporator is as follows (only one is required, but you may have more than one).

Renee Jefferson #18 N. Adgers Wharf, Charleston, SC 29401
Name Address Zip Code

Name Address Zip Code

Name Address Zip Code

10. Each original director of the nonprofit corporation must sign the articles but only if the directors are named in these articles.

Renee Jefferson
Name (only if named in articles)

Renee N. Jefferson
Signature of director

Name (only if named in articles)

Signature of director

Name (only if named in articles)

Signature of director

11. Each incorporator listed in #9 must sign the articles.

Renee N. Jefferson
Signature of incorporator

Signature of incorporator

Signature of incorporator

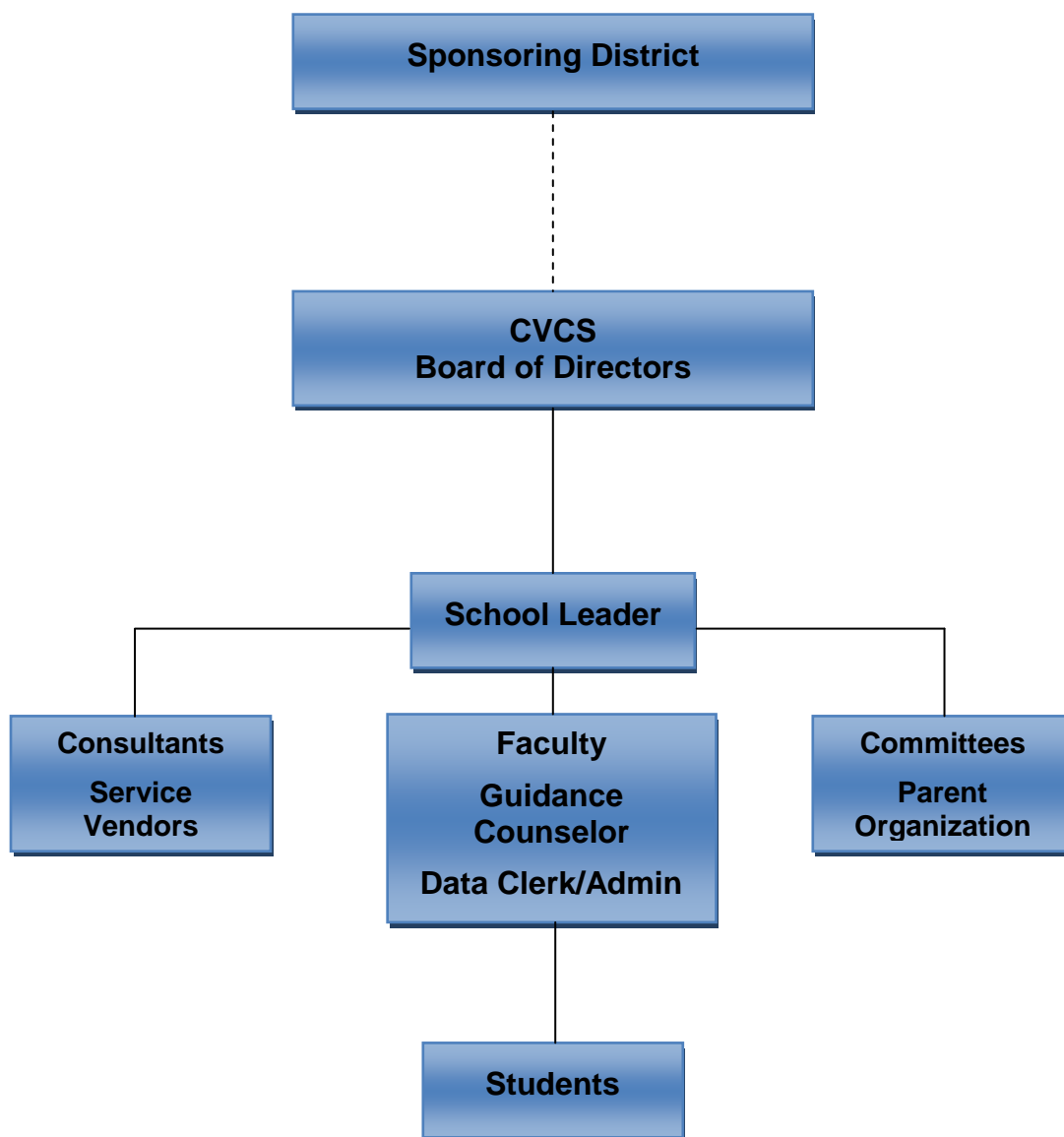
12. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date/time is _____

Filing Checklist

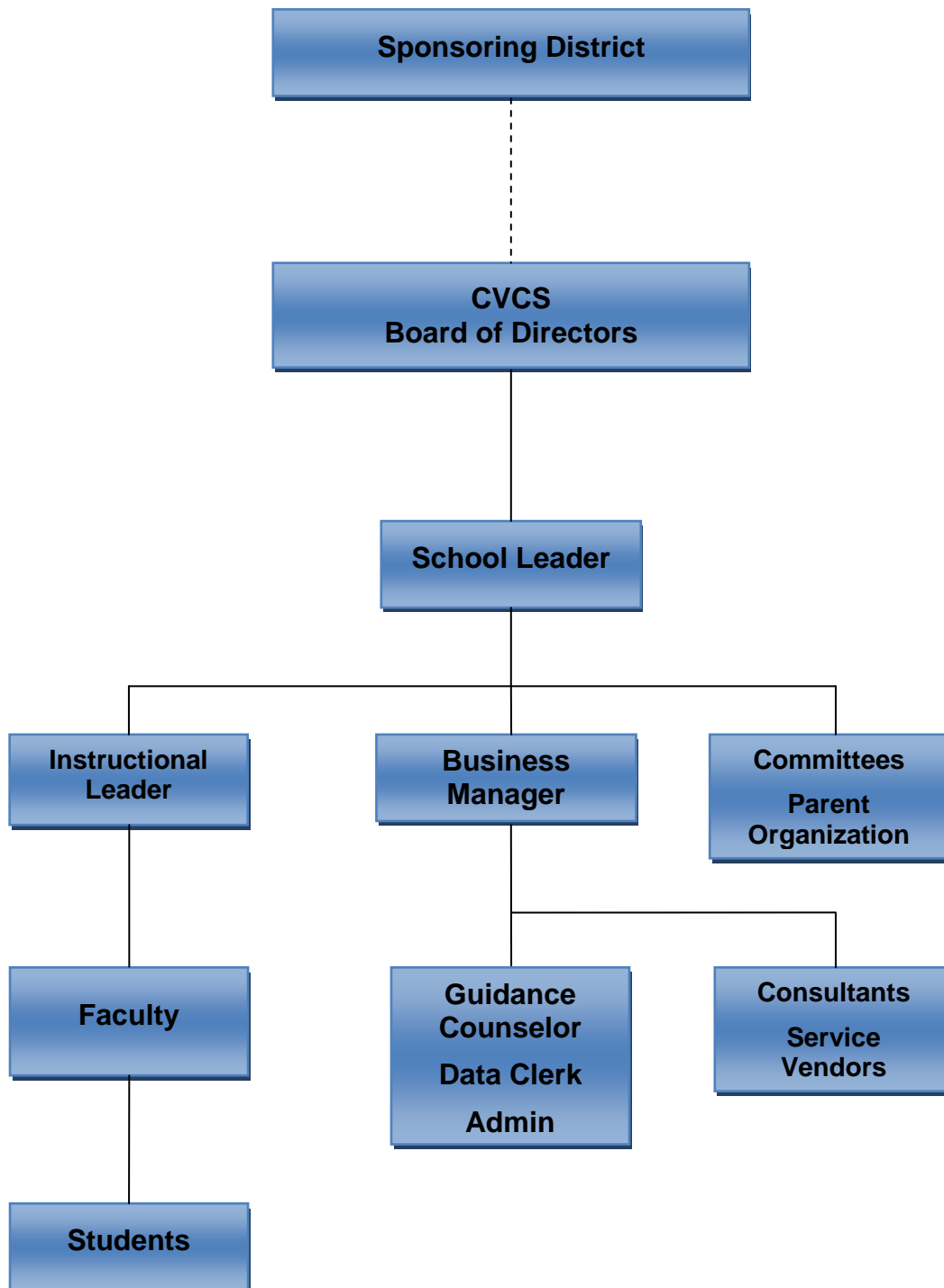
- Articles of Incorporation (in duplicate)
- \$25.00 made payable to the SC Secretary of State - Political Associations must also submit CL-1 form and additional \$25.00 fee
- Self-Addressed, Stamped Return Envelope
- Return all documents to: South Carolina Secretary of State's Office
Attn: Corporate Filings
1205 Pendleton Street, Suite 525
Columbia, SC 29201

Appendix K – Organization Charts

Operating Years 1-4



Operating Years 5+



Appendix L - Student Enrollment Projections for 10-Year Charter

Name of Charter School: Carolina Voyager Charter School

GRADE	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Pre-Kindergarten										
Kindergarten	46	46	46	46	46	46	46	46	46	46
First	23	46	46	46	46	46	46	46	46	46
Second	23	46	46	46	46	46	46	46	46	46
Third		23	46	46	46	46	46	46	46	46
Fourth			23	46	46	46	46	46	46	46
Fifth				23	46	46	46	46	46	46
Sixth					46	46	46	46	46	46
Seventh						46	46	46	46	46
Eighth							46	46	46	46
Ninth										
Tenth										
Eleventh										
Twelfth										
TOTALS	92	161	207	253	322	368	414	414	414	414

Appendix M – Five-Year Budget

Carolina Voyager Charter School

Budget Assumptions

	GRADE SPAN & ENROLLMENT
1	23:1 Student to Teacher Ratio.
2	Increasing one grade each year.
	SDE PER PUPIL
3	\$6,445.09 Unweighted Per Pupil as provided by SDE.
	ANNUAL EFA
4	\$6,445.09 Unweighted Per Pupil maintained each of the 5 years.
5	Per SDE, 5% of students classified SP and 5% classified LD each of the 5 years.
	REVENUE
6	LINE 5: EFA funding drawn directly from calculation sheets.
7	LINE 8: Implementation Grant at the allocation amounts in the most current RFP (September 4, 2012); Evidence that the projected funds are likely to be received is stated in application narrative.
8	LINE 19: USDA Reimbursement formula (in cell) provided by SDE (Office of Health & Nutrition).
	EXPENSES <i>Expenses based on Historical Data annotated with "HD"</i>
9	LINE 25: \$38,000.00 average annual salary with a 2% annual increase. Number of teachers each year: 4, 7, 9, 11, 14. Number of TA's each year: 2, 2, 2, 2, 2.
10	LINE 27: Based on the premiums in the 2013 Insurance Benefits Guide and HD; \$350.00 average per month with a 3% annual increase.
11	LINE 28: 5% Employer match private plan.
12	LINE 29: IRS rate of 7.65%
13	LINE 30 SC Department of Employment & Workforce tax rate of .034 of \$12K for each employee.
14	LINE 31: Drawn from Insurance Estimate provided in the application narrative.
15	LINE 32: \$250.00 per student + \$5K Year 1; \$250.00 per student +20K Year 2 - 3; \$250.00 per student +10K Year 4 - 5.
16	LINE 33: Textbooks to be provided by SDE; Expense is damage & replacement cost.
17	LINE 34: 4 classrooms x \$7K + \$10K Year 1; 2 classrooms x \$7K + \$20K Year 2; 2 classrooms x \$7K +15K Year 3; 2 classrooms x \$7K + \$20K Year 4; 3 classroom x \$7K +50000 Year 5.
18	LINE 35: Year 1: 110 Tablets x \$300=\$33000; 48 Computer Workstations (for assessments) =24,000; 10 Laptops x \$1,000=10000; Emerging Classroom Technology Purchases=11000. Year 2: 50 Tablets x \$300=\$15000; 1 Laptop Cart (26 Laptops x \$750)=19500; Emerging Classroom Technology Purchases=4500. Year 3: 24 Computer Workstations (for assessments) =12,000; 50 Tablets x \$300=\$15000; Emerging Classroom Technology Purchases=2000. Year 4: 48 Computer Workstations (for assessments) =24,000; 1 Laptop Cart (26 Laptops x \$750)=19500; 10 Laptops x \$1,000=10000; Emerging Classroom Technology Purchases=10500. Year 5: 24 Computer Workstations (replacement plan for assessments) =12000, 46 Laptops x \$1,000=46000; Emerging Classroom Technology Purchases=22000.
19	LINE 36: \$40,000.00 average annual salary with a 2% annual increase. Number of EC teachers each year: 1, 1, 1, 1, 1.
20	LINES 37 - 41: Consistent with Payroll Liabilities of Lines 27 - 31.
21	LINES 42 - 44: HD
22	LINE 46: \$40,000.00 average annual salary with a 2% annual increase. Number of Guidance Counselors each year: 0.5, 1, 1, 1, 1.
23	LINES 47 - 51: Consistent with Payroll Liabilities of Lines 27 - 31.
24	LINE 52: \$40,000.00 average annual salary with a 2% annual increase. Number of Nurses each year: 0, 0, 0, 1, 1.
25	LINES 53 - 57: Consistent with Payroll Liabilities of Lines 27 - 31.
26	LINES 58 - 59: HD
27	LINE 60: \$40,000.00 average annual salary with a 2% annual increase. Number of Instructional Leaderss each year: 0, 1, 1, 1, 1.
28	LINES 61 - 65: Consistent with Payroll Liabilities of Lines 27 - 31.
29	LINES 66 - 69: HD

*Carolina Voyager Charter School***Budget Assumptions**

30	LINE 70: Drawn from Insurance Estimate provided in the application narrative with a 3% annual increase.
31	LINE 72: \$70,000.00 average annual salary with a 2% annual increase.
32	LINE 73: \$28,000.00 average annual salary with a 2% annual increase.
33	LINES 74 - 78: Consistent with Payroll Liabilities of Lines 27 - 31.

Carolina Voyager Charter School

Budget Assumptions

	EXPENSES <i>Expenses based on Historical Data annotated with "HD"</i>
34	LINES 79 -80: HD
35	LINE 81: 2 offices x \$4,000 + \$5,600 Years 1; 3 offices x \$4K +10K Copier Lease Year 2; \$10K copier lease + 15K copier purchase Year 3; Year 3; \$10K copier lease +\$15K Year 4; \$10K copier lease +\$10K Year 5.
36	LINE 82: 3 desktop x \$800 + 1 laptop x \$1,000 + \$2K maint Year 1; 2 desktop x \$800 + 2 laptop x \$1,000 + \$2K maint Year 2; \$7K maint Year 3 - 5.
37	LINE 83: \$35,000.00 average annual salary with a 2% annual increase. Number of Business Managers each year: 0, 0, 1, 1, 1.
38	LINES 84 - 88: Consistent with Payroll Liabilities of Lines 27 - 31.
39	LINES 89 - 93: HD
40	LINE 94: Drawn from Insurance Estimate provided in the application narrative with a 3% annual increase.
41	LINES 95 - 99: HD
42	LINE 100: Contingency expense based on HD.
43	LINE 101: Drawn from Insurance Estimate provided in the application narrative with a 3% annual increase.
44	LINES 102 - 103: HD
45	LINE 104: \$35,000.00 average annual salary with a 2% annual increase. Number of Technology Coordinator each year: 0, 0, 0, 1, 1.
46	LINES 105 - 109: Consistent with Payroll Liabilities of Lines 27 - 31.
47	LINE 110: HD
48	LINE 111: Revenue (LINE 19) + 12% based on HD.

Carolina Voyager Charter School
Five Year Grade Span and Enrollment

	1 14-15	2 15-16	3 16-17	4 17-18	5 18-19
ADM	92	161	207	253	322

GRADE

K	K	46	46	46	46	46
P R I M A R Y	1ST	23	46	46	46	46
	2ND	23	46	46	46	46
	3RD		23	46	46	46
E L E M E N T A R Y	4TH			23	46	46
	5TH				23	46
	6TH					46
	7TH					
	8TH					



Provided by the SCDE Office of Finance 04/25/13

**Charter School Funding Estimate - Fiscal Year 2012-13
Updated Using FY 11-12 Audited Financial Statement
Charleston County School District**

<u>1 2011 - 2012 Audited Financial Statements</u>	<u>Inflation Rate</u>	<u>Funding Calculation</u>
2 Total General Fund <i>Revenues</i>		\$ 333,851,127.00
3 FY 2011-12 Weighted Pupil Units (135-day)		51,799.29
4 Per-Pupil Amount		\$ 6,445.09
5 2011-2012 Inflation Factor*	0.00%	\$ -
6 2012-2013 Inflation Factor*	0.00%	<u>\$ -</u>
7 2012-2013 Per Pupil Amount		<u><u>\$ 6,445.09</u></u>

* Inflation Factors are an estimate

Carolina Voyager Charter School
Education Finance Act (EFA) Funding Calculations

Carolina Voyager Charter School Application

YEAR 1			\$	6,445.09
	Student Classification	Weight	ADM	Weighted ADM
K	Kindergarten	1.30	41.40	53.82
P	Primary (1-3)	1.24	41.40	51.34
EL	Elementary (4-8)	1.00	0.00	
HS	High School (9-12)	1.25	0.00	
TM	Trainable Mentally Handicapped	2.04	0.00	
SP	Speech Handicapped	1.90	4.60	8.74
HO	Homebound	0.10	0.00	
EH	Emotionally Handicapped	2.04	0.00	
EM	Educable Mentally Handicapped	1.74	0.00	
LD	Learning Disabilities	1.74	4.60	8.00
HH	Hearing Handicapped	2.57	0.00	
VH	Visually Handicapped	2.57	0.00	
OH	Orthopedically Handicapped	2.04	0.00	
V1	Vocational (Grades 9-12)	1.29	0.00	
V2	Vocational (Grades 9-12)	1.29	0.00	
V3	Vocational (Grades 9-12)	1.29	0.00	
AU	Autism	2.57	0.00	
TOTAL STUDENTS			92.00	121.90
Projected EFA Funding				\$785,656.47
2% to District				<u>\$0.00</u>
Net EFA Funding				\$785,656.47
YEAR 2			\$	6,445.09
	Student Classification	Weight	ADM	Weighted ADM
K	Kindergarten	1.30	41.40	53.82
P	Primary (1-3)	1.24	103.50	128.34
EL	Elementary (4-8)	1.00	0.00	
HS	High School (9-12)	1.25	0.00	
TM	Trainable Mentally Handicapped	2.04	0.00	
SP	Speech Handicapped	1.90	8.05	15.30
HO	Homebound	0.10	0.00	
EH	Emotionally Handicapped	2.04	0.00	
EM	Educable Mentally Handicapped	1.74	0.00	
LD	Learning Disabilities	1.74	8.05	14.01
HH	Hearing Handicapped	2.57	0.00	
VH	Visually Handicapped	2.57	0.00	
OH	Orthopedically Handicapped	2.04	0.00	
V1	Vocational (Grades 9-12)	1.29	0.00	
V2	Vocational (Grades 9-12)	1.29	0.00	
V3	Vocational (Grades 9-12)	1.29	0.00	
AU	Autism	2.57	0.00	
TOTAL STUDENTS			161.00	211.46
Projected EFA Funding				\$1,362,891.62
2% to District				<u>\$0.00</u>
Net EFA Funding				\$1,362,891.62

Carolina Voyager Charter School
Education Finance Act (EFA) Funding Calculations

Carolina Voyager Charter School Application

YEAR 3 **\$ 6,445.09**

	Student Classification	Weight	ADM	Weighted ADM
K	Kindergarten	1.30	41.40	53.82
P	Primary (1-3)	1.24	124.20	154.01
EL	Elementary (4-8)	1.00	20.70	20.70
HS	High School (9-12)	1.25	0.00	
TM	Trainable Mentally Handicapped	2.04	0.00	
SP	Speech Handicapped	1.90	10.35	19.67
HO	Homebound	0.10	0.00	
EH	Emotionally Handicapped	2.04	0.00	
EM	Educable Mentally Handicapped	1.74	0.00	
LD	Learning Disabilities	1.74	10.35	18.01
HH	Hearing Handicapped	2.57	0.00	
VH	Visually Handicapped	2.57	0.00	
OH	Orthopedically Handicapped	2.04	0.00	
V1	Vocational (Grades 9-12)	1.29	0.00	
V2	Vocational (Grades 9-12)	1.29	0.00	
V3	Vocational (Grades 9-12)	1.29	0.00	
AU	Autism	2.57	0.00	
TOTAL STUDENTS			207.00	266.20
Projected EFA Funding				\$1,715,695.85
2% to District				<u>\$0.00</u>
Net EFA Funding				\$1,715,695.85

YEAR 4 **\$ 6,445.09**

	Student Classification	Weight	ADM	Weighted ADM
K	Kindergarten	1.30	41.40	53.82
P	Primary (1-3)	1.24	124.20	154.01
EL	Elementary (4-8)	1.00	62.10	62.10
HS	High School (9-12)	1.25	0.00	
TM	Trainable Mentally Handicapped	2.04	0.00	
SP	Speech Handicapped	1.90	12.65	24.04
HO	Homebound	0.10	0.00	
EH	Emotionally Handicapped	2.04	0.00	
EM	Educable Mentally Handicapped	1.74	0.00	
LD	Learning Disabilities	1.74	12.65	22.01
HH	Hearing Handicapped	2.57	0.00	
VH	Visually Handicapped	2.57	0.00	
OH	Orthopedically Handicapped	2.04	0.00	
V1	Vocational (Grades 9-12)	1.29	0.00	
V2	Vocational (Grades 9-12)	1.29	0.00	
V3	Vocational (Grades 9-12)	1.29	0.00	
AU	Autism	2.57	0.00	
TOTAL STUDENTS			253.00	315.97
Projected EFA Funding				\$2,036,480.87
2% to District				<u>\$0.00</u>
Net EFA Funding				\$2,036,480.87

Carolina Voyager Charter School Carolina Voyager Charter School Application
Education Finance Act (EFA) Funding Calculations

YEAR 5	\$	6,445.09
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	Student Classification	Weight	ADM	Weighted ADM
K	Kindergarten	1.30	41.40	53.82
P	Primary (1-3)	1.24	124.20	154.01
EL	Elementary (4-8)	1.00	124.20	124.20
HS	High School (9-12)	1.25	0.00	
TM	Trainable Mentally Handicapped	2.04	0.00	
SP	Speech Handicapped	1.90	16.10	30.59
HO	Homebound	0.10	0.00	
EH	Emotionally Handicapped	2.04	0.00	
EM	Educable Mentally Handicapped	1.74	0.00	
LD	Learning Disabilities	1.74	16.10	28.01
HH	Hearing Handicapped	2.57	0.00	
VH	Visually Handicapped	2.57	0.00	
OH	Orthopedically Handicapped	2.04	0.00	
V1	Vocational (Grades 9-12)	1.29	0.00	
V2	Vocational (Grades 9-12)	1.29	0.00	
V3	Vocational (Grades 9-12)	1.29	0.00	
AU	Autism	2.57	0.00	
TOTAL STUDENTS			322.00	390.63
Projected EFA Funding				\$2,517,658.40
2% to District				\$0.00
Net EFA Funding				\$2,517,658.40

Carolina Voyager Charter School
Five Year Detailed Budget

Carolina Voyager Charter School Application

	FND	REVENUE	Revenues	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	100	1920	Contributions & Donations	\$250,000	\$125,000	\$75,000	\$0	\$0
2	100	1999	Fundraising	\$0	\$0	\$0	\$0	\$0
3	100	1999	Line of Credit	\$0	\$0	\$0	\$0	\$0
4	100	3180	Fringe Benefits Employer Contribution	\$0	\$0	\$0	\$0	\$0
5	100	3311	Education Finance Act (EFA)	\$785,656	\$1,362,892	\$1,715,696	\$2,036,481	\$2,517,658
6	201	4310	Title 1	\$0	\$0	\$0	\$0	\$0
7	203	4510	IDEA (Regular)	\$0	\$0	\$0	\$0	\$0
8	252	4320	Implementation Grant	\$181,000	\$185,500	\$0	\$0	\$0
9	311	3511	Professional Development	\$0	\$0	\$0	\$0	\$0
10	326	3126	Refurbish Science Kits	\$0	\$0	\$0	\$0	\$0
11	338	3538	Students At Risk of Failure	\$0	\$0	\$0	\$0	\$0
12	344	3544	High Achieving Students	\$0	\$0	\$0	\$0	\$0
13	350	3550	Teacher Salary Increase	\$0	\$0	\$0	\$0	\$0
14	355	3555	School Employer Contributions	\$0	\$0	\$0	\$0	\$0
15	358	3558	Reading	\$0	\$0	\$0	\$0	\$0
16	377	3577	Teacher Supplies	\$0	\$0	\$0	\$0	\$0
17	397	3597	Aid to Districts	\$0	\$0	\$0	\$0	\$0
18	600	1610	Lunch Sales to Pupils	\$0	\$0	\$0	\$0	\$0
19	600	4810	USDA Reimbursement - School Lunch	\$43,148	\$75,509	\$97,083	\$118,657	\$151,018
20	700	1700	Pupil Activity	\$0	\$0	\$0	\$0	\$0
21	933	3123	Formative Assessments	\$0	\$0	\$0	\$0	\$0
22	960	3610	K-5 Enhancement	\$0	\$0	\$0	\$0	\$0
23	967	3607	6-8 Enhancement	\$0	\$0	\$0	\$0	\$0
24			Total Revenue	\$1,259,804	\$1,748,901	\$1,887,779	\$2,155,138	\$2,668,676

Carolina Voyager Charter School
Five Year Detailed Budget

Carolina Voyager Charter School Application

	FND	FCT	OBJ	Instruction Expenditures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
25	100	110	110	Instructional Salaries	\$266,000	\$387,600	\$474,417	\$564,553	\$699,244
26	100	110	120	Substitute Pay	\$6,000	\$8,000	\$10,000	\$12,000	\$15,000
27	100	110	210	Group Health & Life Insurance	\$29,400	\$43,200	\$53,424	\$64,176	\$80,172
28	100	110	220	Employee Retirement	\$13,300	\$19,380	\$23,721	\$28,228	\$34,962
29	100	110	230	Social Security	\$20,808	\$30,263	\$37,058	\$44,106	\$54,640
30	100	110	260	Unemployment Compensation Tax	\$8,160	\$6,528	\$6,936	\$7,752	\$9,384
31	100	110	270	Worker's Compensation Tax	\$1,433	\$3,837	\$4,697	\$5,589	\$6,923
32	100	110	410	Instructional Supplies	\$28,000	\$60,250	\$71,750	\$73,250	\$100,500
33	100	110	420	Instructional Textbooks	\$5,000	\$5,500	\$6,000	\$6,500	\$7,000
34	100	110	540	Instructional Equipment	\$38,000	\$41,000	\$29,000	\$34,000	\$71,000
35	100	110	545	Instructional Computers	\$78,000	\$39,000	\$29,000	\$74,000	\$80,000
36	100	120	110	Exceptional Teacher Salaries	\$40,000	\$40,800	\$41,600	\$42,450	\$43,300
37	100	120	210	Group Health & Life Insurance	\$4,200	\$4,320	\$4,452	\$4,584	\$4,716
38	100	120	220	Employee Retirement	\$2,000	\$2,040	\$2,080	\$2,123	\$2,165
39	100	120	230	Social Security	\$3,060	\$3,121	\$3,182	\$3,247	\$3,312
40	100	120	260	Unemployment Compensation Tax	\$816	\$408	\$408	\$408	\$408
41	100	120	270	Worker's Compensation Tax	\$204	\$404	\$412	\$420	\$429
42	100	215	311	Exceptional Program Services	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
43	100	120	410	Exceptional Supplies	\$2,000	\$2,300	\$2,600	\$5,000	\$5,000
44	100	120	545	Exceptional Computers	\$3,200	\$3,200	\$2,000	\$5,000	\$5,000
45				Total Instruction Expense	\$564,581	\$721,152	\$827,737	\$1,007,386	\$1,258,155

Carolina Voyager Charter School
Five Year Detailed Budget

Carolina Voyager Charter School Application

	FND	FCT	OBJ	Support Services Expenditures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
46	100	212	110	Guidance Salaries	\$20,000	\$40,800	\$41,600	\$42,450	\$43,300
47	100	212	210	Group Health & Life Insurance	\$4,320	\$4,320	\$4,452	\$4,584	\$4,716
48	100	212	220	Employee Retirement	\$1,000	\$2,040	\$2,080	\$2,123	\$2,165
49	100	212	230	Social Security	\$1,530	\$3,121	\$3,182	\$3,247	\$3,312
50	100	212	260	Unemployment Compensation Tax	\$816	\$408	\$408	\$408	\$408
51	100	212	270	Worker's Compensation Tax	\$102	\$404	\$412	\$420	\$429
52	100	213	110	Nurse Salaries	\$0	\$0	\$0	\$42,450	\$43,300
53	100	213	210	Group Health & Life Insurance	\$0	\$0	\$0	\$4,584	\$4,716
54	100	213	220	Employee Retirement	\$0	\$0	\$0	\$2,123	\$2,165
55	100	213	230	Social Security	\$0	\$0	\$0	\$3,247	\$3,312
56	100	213	260	Unemployment Compensation Tax	\$0	\$0	\$0	\$816	\$408
57	100	213	270	Worker's Compensation Tax	\$0	\$0	\$0	\$420	\$429
58	100	213	313	Nurse Services	\$15,000	\$20,000	\$25,000	\$0	\$0
59	100	214	313	Psychological Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
60	100	224	110	Instructional Leader Salaries	\$0	\$40,800	\$41,600	\$42,450	\$43,300
61	100	224	210	Group Health Insurance	\$0	\$4,320	\$4,452	\$4,584	\$4,716
62	100	224	220	Employee Retirement	\$0	\$2,040	\$2,080	\$2,123	\$2,165
63	100	224	230	Social Security	\$0	\$3,121	\$3,182	\$3,247	\$3,312
64	100	224	260	Unemployment Compensation Tax	\$0	\$408	\$408	\$408	\$816
65	100	224	270	Worker's Compensation Tax	\$0	\$404	\$412	\$420	\$429
66	100	224	312	Instructional Staff Development	\$25,000	\$30,000	\$20,000	\$25,000	\$30,000
67	100	231	318	Audit Services	\$0	\$12,000	\$13,000	\$14,000	\$15,000
68	100	231	319	Legal Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
69	100	231	640	Membership Dues & Fees	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
70	100	231	650	Liability Insurance	\$5,875	\$6,051	\$6,233	\$6,420	\$6,612
71	100	231	690	Line of Credit (Principal and Interest)	\$0	\$0	\$0	\$0	\$0
72	100	233	111	Principal Salaries	\$70,000	\$71,400	\$72,828	\$74,285	\$75,770
73	100	233	115	Administrative Assistant Salaries	\$28,000	\$57,120	\$58,262	\$59,428	\$92,452
74	100	233	210	Group Health & Life Insurance	\$8,400	\$12,960	\$13,356	\$13,752	\$18,864
75	100	233	220	Employee Retirement	\$4,900	\$6,426	\$6,555	\$6,686	\$8,411
76	100	233	230	Social Security	\$7,497	\$9,832	\$10,028	\$10,229	\$12,869
77	100	233	260	Unemployment Compensation Tax	\$1,632	\$1,632	\$1,224	\$1,224	\$2,040
78	100	233	270	Worker's Compensation Tax	\$510	\$1,272	\$1,298	\$1,324	\$1,665

Carolina Voyager Charter School
Five Year Detailed Budget

Carolina Voyager Charter School Application

	FND	FCT	OBJ	Support Services Expenditures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
79	100	233	332	Travel	\$30,000	\$25,000	\$25,000	\$25,000	\$30,000
80	100	233	410	Office Supplies	\$6,000	\$8,000	\$9,000	\$10,000	\$11,000
81	100	233	540	Office Equipment	\$13,600	\$22,000	\$25,000	\$25,000	\$20,000
82	100	233	545	Office Computers	\$5,400	\$5,600	\$7,000	\$7,000	\$7,000
83	100	252	110	Business Manager Salaries	\$0	\$0	\$36,414	\$37,142	\$37,885
84	100	252	210	Group Health & Life Insurance	\$0	\$0	\$4,452	\$4,584	\$4,716
85	100	252	220	Employee Retirement	\$0	\$0	\$1,821	\$1,857	\$1,894
86	100	252	230	Social Security	\$0	\$0	\$2,786	\$2,841	\$2,898
87	100	252	260	Unemployment Compensation Tax	\$0	\$0	\$816	\$408	\$408
88	100	252	270	Worker's Compensation Tax	\$0	\$0	\$360	\$368	\$375
89	100	252	315	Fiscal Services	\$14,000	\$19,320	\$24,840	\$30,360	\$38,640
90	100	252	690	Bank Fees	\$800	\$800	\$800	\$800	\$800
91	100	254	321	Public Utility Services (Water & Sewer)	\$3,500	\$3,700	\$3,900	\$4,100	\$4,300
92	100	254	322	Custodial Services	\$20,000	\$25,000	\$30,000	\$30,000	\$30,000
93	100	254	323	Repairs & Maintenance Services	\$5,500	\$6,000	\$6,500	\$7,000	\$7,500
94	100	254	324	Property Insurance	\$1,400	\$1,442	\$1,485	\$1,530	\$1,576
95	100	254	325	Facility Lease	\$80,000	\$90,000	\$100,000	\$110,000	\$120,000
96	100	254	329	Trash Service	\$1,200	\$1,400	\$1,600	\$1,800	\$2,000
97	100	254	340	Telephone	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
98	100	254	410	Supplies	\$5,500	\$6,000	\$6,500	\$6,500	\$6,500
99	100	254	470	Energy (Electric, Gas, Oil)	\$35,000	\$40,000	\$45,000	\$50,000	\$55,000
100	100	255	331	Student Transportation Services	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000
101	100	255	650	Vehicle Liability	\$181	\$186	\$192	\$198	\$204
102	100	258	540	Building Security System	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
103	100	263	350	Marketing & Advertising	\$5,000	\$6,000	\$7,000	\$8,000	\$8,000
104	100	266	110	Technology Coordinator Salaries	\$0	\$0	\$0	\$37,412	\$38,160
105	100	266	210	Group Health & Life Insurance	\$0	\$0	\$0	\$4,584	\$4,716
106	100	266	220	Employee Retirement	\$0	\$0	\$0	\$1,871	\$1,908
107	100	266	230	Social Security	\$0	\$0	\$0	\$2,862	\$2,919
108	100	266	260	Unemployment Compensation Tax	\$0	\$0	\$0	\$816	\$408
109	100	266	270	Worker's Compensation Tax	\$0	\$0	\$0	\$370	\$378
110	100	266	345	Technology Services	\$75,000	\$75,000	\$75,000	\$75,000	\$100,000

Appendix M-12

Carolina Voyager Charter School
Five Year Detailed Budget

Carolina Voyager Charter School Application

	FND	FCT	OBJ	Support Services Expenditures	2014-1015	2015-2016	2016-2017	2017-2018	2018-2019
111	600	256	460	Food Program Services	\$48,326	\$84,570	\$108,733	\$132,896	\$169,140
112				Total Support Services Expense	\$572,989	\$780,898	\$888,252	\$1,026,750	\$1,171,408
113				Total Expenditures	\$1,137,570	\$1,502,050	\$1,715,988	\$2,034,136	\$2,429,563
114				Budget Balance	\$122,235	\$246,851	\$171,791	\$121,002	\$239,114

Carolina Voyager Charter School
FY-15 Cash Flow Projection of Operation

Carolina Voyager Charter School Application

FY-15 Cash Flow Projection of Operation Carolina Voyager Charter School School Year 2014-2015													
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
1. CASH ON HAND [Beginning of month]	0	199,570	176,169	181,491	189,715	191,939	203,343	191,329	198,053	167,913	156,137	143,363	
2. CASH RECEIPTS													
(a) General Fund	315,471	65,471	65,471	65,471	65,471	65,471	65,471	65,471	65,471	65,471	65,471	65,475	1,035,656
(b) Special Revenue Fund		40,000	40,000	21,000	20,000	20,000	20,000	20,000					181,000
(c) Education Improvement Act Fund													
(d) Food Service Fund			2,538	5,076	5,076	5,076	2,538	5,076	5,076	5,076	5,076	2,540	43,148
(e) Pupil Activity Fund													
(f) Restricted State Fund													
(g) Education Lottery Act Fund													
3. TOTAL CASH RECEIPTS [Total 2a through 2g]	315,471	105,471	108,009	91,547	90,547	90,547	88,009	90,547	70,547	70,547	70,547	68,015	1,259,804
4. TOTAL CASH AVAILABLE	315,471	305,041	284,178	273,038	280,262	282,486	291,352	281,876	268,600	238,460	226,684	211,378	
5. CASH PAID OUT													
(a) Instructional Salaries		14,857	29,714	29,714	29,714	29,714	29,714	29,714	29,714	29,714	29,714	29,717	312,000
(b) Instructional Employee Benefits		3,971		7,941	7,941	7,941	7,941	7,941	7,941	7,941	7,941	7,941	83,381
(c) Instructional Purchased Services			1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
(d) Instructional Supplies and Materials	10,000	10,000	5,000				5,000		5,000				35,000
(e) Instructional Equipment	11,000	11,000	6,000				5,000		5,000				38,000
(f) Instructional Computers	40,000	20,000	10,000				6,200		5,000				81,200
(g) Support Salaries	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,837	118,000
(h) Support Employee Benefits	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,558	30,707
(i) Nurse Services			1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
(j) Psychological Services			500	500	500	500	500	500	500	500	500	500	5,000
(k) Professional Development and Travel	7,000	12,000	500	3,000	7,000	500	3,000	4,500	2,000	3,000	2,000	10,500	55,000
(l) Audit, Legal, Fiscal Services	2,167	2,167	1,247	1,247	2,247	1,247	1,247	1,247	2,247	1,247	2,247	1,243	19,800
(m) Insurance			1,864			1,864			1,864			1,864	7,456
(n) Office Supplies and Materials	2,000	1,000			1,000		1,000		500		500		6,000
(o) Office Equipment	4,800	800	800	800	800	800	800	800	800	800	800	800	13,600
(p) Office Computers	3,400			500			500		500		500		5,400
(q) Facility	13,142	13,142	13,142	13,142	13,142	13,142	13,142	13,142	13,142	13,142	13,140	13,140	157,700
(r) Student Transportation			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
(s) Marketing and Advertising Services			500	500	500	500	500	500	500	500	500	500	5,000
(t) Technology Services	10,000	25,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	75,000
(u) Food Program		2,543	5,087	5,087	5,087	2,543	5,087	5,087	5,087	5,087	5,087	2,544	48,326
(v) Other Expenses [Specify each]													
Membership Dues and Fees				500					500				1,000
Line of Credit													
6. TOTAL CASH PAID OUT [Total 5a thru 5v]	115,901	128,872	102,687	83,323	88,323	79,143	100,023	83,823	100,687	82,323	83,321	89,144	1,137,570
7. CASH POSITION [End of month] (4 minus 6)	199,570	176,169	181,491	189,715	191,939	203,343	191,329	198,053	167,913	156,137	143,363	122,235	

Carolina Voyager Charter School
FY-16 Cash Flow Projection of Operation

Carolina Voyager Charter School Application

FY-16 Cash Flow Projection of Operation Carolina Voyager Charter School School Year 2015-2016													
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
1. CASH ON HAND [Beginning of month]	122,235	188,664	177,392	195,711	227,842	259,973	299,635	308,824	343,955	336,616	351,747	364,878	
2. CASH RECEIPTS													
(a) General Fund	238,574	113,574	113,574	113,574	113,574	113,574	113,574	113,574	113,574	113,574	113,574	113,578	1,487,892
(b) Special Revenue Fund		42,750	42,750	20,000	20,000	20,000	20,000	20,000					185,500
(c) Education Improvement Act Fund													
(d) Food Service Fund			4,442	8,884	8,884	8,884	4,442	8,884	8,884	8,884	8,884	4,437	75,509
(e) Pupil Activity Fund													
(f) Restricted State Fund													
(g) Education Lottery Act Fund													
3. TOTAL CASH RECEIPTS [Total 2a through 2g]	238,574	156,324	160,766	142,458	142,458	142,458	138,016	142,458	122,458	122,458	122,458	118,015	1,748,901
4. TOTAL CASH AVAILABLE	360,809	344,988	338,158	338,169	370,300	402,431	437,651	451,282	466,413	459,074	474,205	482,893	
5. CASH PAID OUT													
(a) Instructional Salaries	36,367	36,367	36,367	36,367	36,367	36,367	36,367	36,367	36,367	36,367	36,367	36,363	436,400
(b) Instructional Employee Benefits	9,458	9,458		9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,464	113,502
(c) Instructional Purchased Services			2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	20,000
(d) Instructional Supplies and Materials	20,000	20,000	10,000				9,000		9,050				68,050
(e) Instructional Equipment	12,000	12,000	6,000				6,000		5,000				41,000
(f) Instructional Computers	20,000	10,000	7,200				3,000		2,000				42,200
(g) Support Salaries	17,510	17,510	17,510	17,510	17,510	17,510	17,510	17,510	17,510	17,510	17,510	17,510	210,120
(h) Support Employee Benefits	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,396	52,708
(i) Nurse Services			2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	20,000
(j) Psychological Services			500	500	500	500	500	500	500	500	500	500	5,000
(k) Professional Development and Travel	5,000	8,000	1,000	5,000	5,000	1,000	5,000	3,000	5,000	3,000	3,000	11,000	55,000
(l) Audit, Legal, Fiscal Services	2,610	2,610	13,690	1,690	1,690	1,690	1,690	1,690	2,690	1,690	2,690	2,690	37,120
(m) Insurance			1,920			1,920			1,920			1,920	7,680
(n) Office Supplies and Materials	3,000	2,000			1,000		1,000		500		500		8,000
(o) Office Equipment	13,200	800	800	800	800	800	800	800	800	800	800	800	22,000
(p) Office Computers	3,600			500			500		500		500		5,600
(q) Facility	15,008	15,008	15,008	15,008	15,008	15,008	15,008	15,008	15,008	15,008	15,008	15,012	180,100
(r) Student Transportation			1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	11,000
(s) Marketing and Advertising Services			600	600	600	600	600	600	600	600	600	600	6,000
(t) Technology Services	10,000	25,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	75,000
(u) Food Program		4,451	8,902	8,902	8,902	4,451	8,902	8,902	8,902	8,902	8,902	4,452	84,570
(v) Other Expenses [Specify each]													
Membership Dues and Fees				500					500				1,000
Line of Credit													
6. TOTAL CASH PAID OUT [Total 5a thru 5v]	172,145	167,596	142,447	110,327	110,327	102,796	128,827	107,327	129,797	107,327	109,327	113,807	1,502,050
7. CASH POSITION [End of month] (4 minus 6)	188,664	177,392	195,711	227,842	259,973	299,635	308,824	343,955	336,616	351,747	364,878	369,086	

Carolina Voyager Charter School
FY-17 Cash Flow Projection of Operation

Carolina Voyager Charter School Application

FY-17 Cash Flow Projection of Operation Carolina Voyager Charter School School Year 2016-2017													
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
1. CASH ON HAND [Beginning of month]	369,086	408,511	367,613	356,245	374,566	400,887	432,953	435,063	463,384	467,877	494,198	518,519	
2. CASH RECEIPTS													
(a) General Fund	217,975	142,975	142,975	142,975	142,975	142,975	142,975	142,975	142,975	142,975	142,975	142,971	1,790,696
(b) Special Revenue Fund													
(c) Education Improvement Act Fund													
(d) Food Service Fund			5,711	11,422	11,422	11,422	5,711	11,422	11,422	11,422	11,422	5,707	97,083
(e) Pupil Activity Fund													
(f) Restricted State Fund													
(g) Education Lottery Act Fund													
3. TOTAL CASH RECEIPTS [Total 2a through 2g]	217,975	142,975	148,686	154,397	154,397	154,397	148,686	154,397	154,397	154,397	154,397	148,678	1,887,779
4. TOTAL CASH AVAILABLE	587,061	551,486	516,299	510,642	528,963	555,284	581,639	589,460	617,781	622,274	648,595	667,197	
5. CASH PAID OUT													
(a) Instructional Salaries	43,835	43,835	43,835	43,835	43,835	43,835	43,835	43,835	43,835	43,835	43,835	43,832	526,017
(b) Instructional Employee Benefits	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,366	136,370
(c) Instructional Purchased Services			2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
(d) Instructional Supplies and Materials	23,000	23,000	10,000	5,000			9,000		10,350				80,350
(e) Instructional Equipment	10,000	10,000	3,000				3,000		3,000				29,000
(f) Instructional Computers	10,000	10,000	6,000				3,000		2,000				31,000
(g) Support Salaries	20,892	20,892	20,892	20,892	20,892	20,892	20,892	20,892	20,892	20,892	20,892	20,892	250,704
(h) Support Employee Benefits	5,314	5,314	5,314	5,314	5,314	5,314	5,314	5,314	5,314	5,314	5,314	5,310	63,764
(i) Nurse Services			2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
(j) Psychological Services			500	500	500	500	500	500	500	500	500	500	5,000
(k) Professional Development and Travel		5,000	2,000	6,000	3,000	2,000	6,000	2,000	6,000	4,000	4,000	5,000	45,000
(l) Audit, Legal, Fiscal Services	3,070	3,070	15,150	2,150	2,150	2,150	2,150	2,150	3,150	2,150	3,150	3,150	43,640
(m) Insurance			1,978			1,978			1,978			1,976	7,910
(n) Office Supplies and Materials	3,000	3,000			1,000		1,000		500		500		9,000
(o) Office Equipment	16,200	800	800	800	800	800	800	800	800	800	800	800	25,000
(p) Office Computers	5,000			500			500		500		500		7,000
(q) Facility	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	202,500
(r) Student Transportation			1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000
(s) Marketing and Advertising Services			700	700	700	700	700	700	700	700	700	700	7,000
(t) Technology Services	10,000	25,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	75,000
(u) Food Program		5,723	11,446	11,446	11,446	5,723	11,446	11,446	11,446	11,446	11,446	5,719	108,733
(v) Other Expenses [Specify each]													
Membership Dues and Fees				500					500				1,000
Line of Credit													
6. TOTAL CASH PAID OUT [Total 5a thru 5v]	178,550	183,873	160,054	136,076	128,076	122,331	146,576	126,076	149,904	128,076	130,076	126,320	1,715,988
7. CASH POSITION [End of month] (4 minus 6)	408,511	367,613	356,245	374,566	400,887	432,953	435,063	463,384	467,877	494,198	518,519	540,877	

THE SPEEDWELL FOUNDATION

2 GIBBES STREET | CHARLESTON, SC 29401

April 29, 2013

Superintendent Nancy McGinley
Charleston County School District
75 Calhoun Street
Charleston, SC 29401

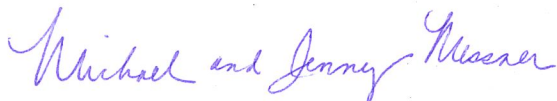
Dear Dr. McGinley,

This letter is to confirm the philanthropic commitment included in the budget for Carolina Voyager Charter School from the Speedwell Foundation for the launching of the school and the first three years of operation. The Speedwell Foundation is enthusiastically engaged in advancing the mission of the Carolina Voyager Charter School: *To create resilient learners and empathetic citizens by fostering, supporting, and promoting excellence in learning in an engaging, technology rich environment balanced with the social and emotional development of needs of the 21st century student.*

The school's approach to blending the use of emerging technologies with the implementation of the goals of the Common Core State Standards will provide excellent opportunities for the collaboration with Charleston County's schools and the sharing of best practices. The school will provide professional development opportunities for educators in the region and nationally. The school is dedicated to being an asset in your portfolio of school options by implementing strategies that will lead to excellence from the classroom to the charter school boardroom.

Carolina Voyager Charter School will provide the community with an example of a true public – philanthropic partnership that will bring positive national attention to our city and will be a showcase for what is possible in education.

Sincerely,



Michael and Jenny Messner

Appendix N -Ten Year Budget Plan

From the outset of our charter initiative, we have put considerable effort into the economic soundness, viability, and the long term sustainability of our school; accordingly, we have developed a strong, clear, and detailed financial road map. This is recognized in the Five Year Budget and the Ten Year Budget for Revenues and Expenses, as well as our continued interface with the State Department of Education (SDE), consultation with the Public Charter School Alliance of South Carolina (PCSASC), and the assistance of an outside charter school fiscal management company. These relationships will continue with demonstrated successes during our Pre-Planning Year and into the Operation Phase.

From both budget iterations it is clear that we are aware of the Education Finance Act (EFA) Funding (per pupil amount based on SDE estimates), how we assign our projected student body to a Grade Span and Enrollment matrix (weighting the students in their proper classification), and ultimately calculating our EFA Revenue. The EFA funding is the backbone of our revenue. Additionally, we are aware of the different categorical funding available to us (Federal, Education Improvement Act, Education Accountability Act, Education Lottery Act, State Restricted, etc.) through the *Funding Manual* and the SDE prepared *Charter School Funding Guide*. These revenues have been appropriately apportioned across our line item expenses in accordance with the *Financial Accounting Handbook* (fund, function, object dimensions) to properly fund our program.

The critical foundation for (a) compliance with state and federal accounting and reporting practices, (b) diligent financial practices, and (c) strong oversight is a robust Internal Fiscal Control System. We have researched the South Carolina School Boards Association, several school districts, and two independent auditors and we are continuing to develop financial policies that serve as the cornerstone of our fiscal management practices. Our policy development begins with two “prime policies” that sets the directions for all other policies – Financial Management and Internal Fiscal Control System:

Fiscal Management

The Board of Directors (Board) assumes a vital trust with the responsibility of managing a large amount of public resources. As trustee of local, state and federal funds allocated for use in public education, the Board shall be vigilant in fulfilling its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

The quantity and quality of learning programs are directly dependent on the funding provided and the effective, efficient management of those funds. Achievement of the school’s mission is best achieved through excellent fiscal management. To this end, a system of financial policies and procedures shall be implemented for the Board to account for the receipt and disbursement of funds in an accurate and efficient manner. All financial management activities shall be in accordance with Generally Accepted Standards of Fiscal Management.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, the Board shall take specific

Carolina Voyager Charter School Application

action to make sure education remains central. Fiscal matters are ancillary and contribute to the educational program and this concept shall be incorporated into Board operations and into all aspects of the school's management and operation.

Accordingly, Carolina Voyager Charter School's (CVCS) administration shall:

- Use the best available techniques and processes for budget development and management.
- Engage in thorough advance planning to develop budgets and guide expenditures so as to effectively educate every child.
- Establish levels of funding which shall provide high quality education for the students.
- Efficiently utilize funds in order to achieve the greatest returns and contributions to the educational program.
- Continually review expenditures so as to end those which are ineffective.
- Provide timely and appropriate information to the Board and all staff with fiscal management responsibilities.
- Establish and implement efficient procedures for accounting, purchasing, payroll, payment of vendors and contractors, reporting, and all other areas of fiscal management.

Internal Fiscal Control System

A strong, sound internal control environment provides for a high level of assurance to those that have an interest in CVCS's assets and those that use information produced by the school for decision making. The factors required to achieve this environment are varied and include organizational values, systems controls, physical controls, and a system of review and monitoring that is maintained.

The purpose of this policy is to establish the environment required to promote activities that are carried out in an efficient and orderly manner.

The Board shall ensure that appropriate financial policies are developed and adopted. Administration shall ensure that appropriate procedures are developed, implemented, and maintained in order to enact the adopted policies so that the School can achieve its objectives, ensure adherence to policies, safeguard assets, and secure the accuracy and reliability of records.

CVCS's Administration shall ensure that the effective internal control environment encompasses the following elements:

- Policies and procedures are communicated to staff.
- System controls are in place.
- Processes of risk identification and assessment exist.
- Faculty and staff are adequately trained.
- Appropriate delegations of authority are in place.
- Systems which regularly monitor and review processes are in place.

Carolina Voyager Charter School Application

- Effective communication with auditors exists.

The following is a listing of our financial policies currently under development:

Accounting System
Book of Accounts
Chart of Accounts
Security of Financial Data
Insurance
Opening / Closing Bank Accounts
FDIC – Collateralization vs. Multiple Bank Accounts
Annual Operating Budget
Budget Calendar
Budget Adjustments
Budget Monitoring
Accounts Receivable
Incoming Checks
Grants
Contributions, Donations, Fundraising
Borrowing Funds
Accounts Payable
Contracts
Purchasing
Credit / Debit Cards
Petty Cash
Travel Expenses
Reimbursements
Executive Limitations
Issuing and Signing Checks
Capital Assets
Payroll
Fund Balance
Financial Statements
Reporting
Bank Account Reconciliation

Annual Audit

Concurrent with policy development, we will design, develop, and implement the Internal Fiscal Control Procedures that will implement the financial policies.

With regard to the actual conduct of policies and procedures, our practices will be guided by Generally Accepted Standards of Fiscal Management:

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- A fiscal year balanced budget that clearly defines achievable goals as defined in the school's charter and approved by the Board of Directors in the form of a Budget Resolution.
- Accounting records should properly and accurately record and account for all transactions, including cash. Accounting information should be relevant, reliable, comparable, and consistent and must be available for the preparation of reliable financial statements.
- Demonstrate compliance with Federal and State laws and regulations, State Board of Education policies and other compliance requirements.
- Maintenance of documentation that outlines internal controls on business practices and operation.
- All Accounts Payable must be current.
- Transactions are executed in compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on Federal and State funds.
- Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.
- Ensure that required independent audits are performed and submitted when due in a timely manner as prescribed by the sponsor.
- Schools have documentation that supports its financial statements and that reflect its financial position / condition, results of operations or changes in net assets and where appropriate, cash flows for any fiscal period / year.
- Positive financial cash flow must be maintained as required by the General Accepted Accounting Principles (schools in a deficit financial condition at the end of any fiscal year would be in violation of this principle).
- Any necessary corrective action plans on any audit findings must be filed in writing and proposed changes must be implemented in the subsequent fiscal year.

Finally, we are painfully aware of the reduction in statewide education funding. We have made it a point to keep abreast of the ever changing situation and we continue to review budget contingency plans not only addressing the current financial situation, but also looking beyond. In this regard, we have studied the financial plans of multiple operating charter schools and how they have addressed and mitigated the reduction in state funding. We have identified best practices and we continue to run budget scenarios in anticipation of additional funding reductions. The end result is that we will stay in close contact with our sponsor during our pre-

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planning year, evaluate changes in the funding landscape, and implement a financial plan that incorporates contingencies to deal with unanticipated budget reductions due to shortfalls in state revenue. These contingencies involve (in order):

- Increasing revenue through outside funding sources - private grants, fundraising, and contributions
- Decreasing variable expenses
- Renegotiating fixed expenses
- Reducing non-essential support services
- Eliminating non-essential support services
- Reducing salaries of support service personnel
- Eliminating non-essential support services personnel
- Increasing student-to-teacher ratio
- Reducing grade span
- Reducing salaries of instruction service personnel

We would like to be more specific on our contingency plans; however, the financial picture remains unpredictable (further cuts in funding, sequestration impact, volatility of the state and national economies, etc.). With this said, we will continue to research and analyze the financial climate and we will continue to develop – in coordination with our sponsor – a reliable financial plan that is based on economically sound principals and is in accordance with Generally Accepted Standards of Fiscal Management.

In the end, we are confident that our fiscal management protocols and our firm commitment as exceptional stewards of public funds clearly demonstrate superior promise of sustainability and financial success.

Carolina Voyager Charter School
Ten Year Budget Plan for Revenue and Expenses

Ten Year Budget Plan for Revenues and Expenses Carolina Voyager Charter School FY-14 through FY-23		FY-14	FY-15	FY-16	FY-17	FY-18	FY-19	FY-20	FY-21	FY-22	FY-23
REVENUE											
Local		250,000	125,000	75,000	-	-	-	-	-	-	-
State		785,656	1,362,892	1,715,696	2,036,481	2,517,658	2,643,541	2,775,718	2,914,504	3,001,939	3,061,978
Federal		224,148	261,009	97,083	118,657	151,018	158,569	166,497	174,822	180,067	183,668
Total Revenue		1,259,804	1,748,901	1,887,779	2,155,138	2,668,676	2,802,110	2,942,216	3,089,327	3,182,006	3,245,646
EXPENSES											
Instructional Salaries		312,000	436,400	526,017	619,003	757,544	795,421	835,192	876,952	894,491	912,381
Instructional Employee Benefits		83,381	113,502	136,370	160,633	197,111	206,966	217,314	228,180	232,744	237,399
Instructional Purchased Services		15,000	20,000	25,000	30,000	35,000	37,100	39,326	41,686	42,519	43,370
Instructional Supplies and Materials		35,000	68,050	80,350	84,750	112,500	118,125	124,031	130,233	132,837	135,494
Instructional Capital Outlay		119,200	83,200	60,000	113,000	156,000	160,680	165,500	170,465	173,875	177,352
Support Salaries		118,000	210,120	250,704	335,616	374,168	392,876	412,520	433,146	441,809	450,645
Support Employee Benefits		30,707	52,708	63,764	86,530	97,968	102,867	108,010	113,411	115,679	117,993
Support Purchased Services		193,256	217,800	221,550	210,307	255,832	281,415	309,556	340,512	347,322	354,269
Support Supplies and Materials		6,000	8,000	9,000	10,000	11,000	12,000	13,000	14,000	15,000	16,000
Support Capital Outlay		19,000	27,600	32,000	32,000	27,000	29,700	32,670	35,937	36,656	37,389
Facility		157,700	180,100	202,500	219,400	236,300	241,026	245,847	250,763	255,779	260,894
Food Program		48,326	84,570	108,733	132,896	169,140	187,746	208,398	231,321	235,948	240,667
Debt Service		0	0	0	0	0					
Total Expenses		1,137,570	1,502,050	1,715,988	2,034,136	2,429,563	2,565,922	2,711,365	2,866,606	2,924,658	2,983,852
BALANCE		122,235	246,851	171,791	121,002	239,114	236,188	230,851	222,720	257,348	261,795

Appendix Q – Sample Job Descriptions

**These are draft job description that will be further developed by the Charter Committee and Board of Directors during the planning year.*

CVCS Founding School Leader

Carolina Voyager Charter School is a newly formed public charter school in downtown Charleston serving 92 students in grades K-2 in its inception school year. CVCS will grow to serve 414 students in grades K-8. The school will be governed by a Board of Directors and will operate under a sponsoring school district. The development and growth of CVCS has been supported by dozens of community members, civic and educational leaders and lawmakers. Private donors have committed significant capital funds to the school's startup.

As Leader for a start-up school, you will recognize that change is a constant, and you will be comfortable with that. The School Leader reports to the Board of Directors and is responsible for the overall administration, coordination, and evaluation of the academic program, and all aspects of establishing and building that program for a new school.

CVCS is scheduled to open in late August of 2014. You will serve as the instructional leader for the school and will actively promote 21st century teaching and learning expectations; technology integration that fosters student learning; moral and social and emotional development for all students; a nurturing learning environment; rigorous and challenging curriculum; data-driven decision making, standards based instruction, learning and assessment; instructional excellence with high expectation for professional collaboration; professional learning communities; and focused professional development.

In addition to curriculum and program development, a primary focus will be on recruiting, hiring, coaching and training CVCS's academic faculty, hiring and supporting adults who can best support each student's needs. Teachers will be hired as the student population expands, starting with teachers for the kindergarten, first, and second grade staff. Your staff will work with you as you develop an academic program that is consistently rigorous and structured to support achievement for all students. As School Leader, you will relentlessly focus on outcomes, using data at all levels to ensure that activity is never mistaken for progress. You will maintain commitment to the higher order/critical thinking environment for students while balancing the need for test preparation to meet state standardized testing goals and requirements. You will serve as the role model for both the adult and student community by constantly and consistently demonstrating CVCS's core values.

The School Leader will have the following key responsibilities:

Curricular and Instructional Leadership

- Lead the school in the recruitment and retention of the teaching staff required to provide proper instructional and support resources for the operation of the school program.
- Inspire, lead, guide, and direct every member of the instructional and support services team in setting and achieving the highest standards of excellence, so that each individual student enrolled in the school may have a complete, valuable, meaningful and personally rewarding education.

- Provide a supportive environment for all CVCS employees, and promote academic freedom, trust, and respect among all employees.
- Administer the development and maintenance of a positive educational program designed to meet the needs of the school, its employees and students and to ensure that the school's mission is carried out.
- Serve as the school's instructional leader, ensuring that curricula that is aligned with standards of the South Carolina State Department of Education
- Oversee assessments that monitor student learning and drive on-going curricular and instructional design.
- Plan and lead the school's professional development activities in collaboration with the faculty.
- Plan and implement the master schedule in collaboration with the faculty.
- Evaluate all school faculty and staff, conducting observations of the instructional process.

Organizational Leadership

- Serve as the chief administrative and supervisory official of the school and recommend annual goals and a strategic plan to the Board for adoption.
- Assume active responsibility for the ongoing daily, weekly and monthly operation of academic programming, including, but not limited to the following: assemblies, attendance, daily and yearly calendars, community meetings, field trips, fire drills, lunch protocols and procedures for students and staff, schedule, staff meetings, adherence to student and employee handbooks, student enrichment programs, and substitutes.
- Prepare the annual budget for board approval and monitor the expenditures.
- Participating in the formulation, implementation, evaluation and enforcement of the Student Handbook, with special emphasis on the student discipline policy.
- Continuously monitor the development and needs of the school and keep the school's stakeholders informed.
- Ensure that accurate and current student and personnel records are maintained according to the established record-keeping format.
- Stay abreast of current research in education.
- Carry out other duties that may be assigned by the board.

School Culture Leadership

- Manage ongoing, active and honest communication that contributes to building a stronger, loyal, teaching and learning community.
- Act as a student advocate to ensure the rights of all students are respected.

- Act as a liaison among the school, the home, and the community.
- Represent the school before the public and keep the public informed of the activities, needs, and successes of the school;

Experience & Education Required

- Five years' experience as a school-based leader desired
- Master's or higher degree from an accredited college or university desired
- Holds or is eligible for a South Carolina certificate in administration
- Proven success in attaining rigorous academic goals for all students especially those in elementary and middle school
- Demonstrated development and implementation expertise with high-quality curriculum, instruction and assessment practices
- Strong management and leadership skills, and experience building highly functioning teams
- Proficient in MS Office Suite
- Internet savvy and skilled with technology

Guidance Counselor

Description: Provides support services to students, staff, and parents. Support services include referrals, counseling, assessment, diagnostics, and report writing. Additional responsibilities include student scheduling, maintaining Individual Education Plans, etc.

Essential Functions:

- Responsible for middle school scheduling
- Adhere to and support board policy, school guidelines, administrative rules and directives.
- Make him/herself available to all students seeking guidance and counseling services.
- Advocate on behalf of the student and/or his/her family. Take all necessary and reasonable precautions to protect students.
- Facilitate outreach efforts to provide services to students, parents/guardians and staff.
- Connect students, parents/guardians and staff with specialized referral agencies.
- Help middle school students identify emotional and developmental disorders and transition to high school.
- Understand, evaluate, and interpret academic performance data. Interpret information about students to the student, their parents/guardians, and staff.
- Implement individual and group counseling methods that are appropriate.
- Conduct career and educational planning activities.
- Submit required reports promptly and accurately.
- Serve as the School Assessment Coordinator
- Conduct professional development workshops on identifying at-risk students.
- Perform other duties as assigned by the School Leader.

Minimum Qualifications:

Education: Master's degree (preferred) in field of social services, including certification in middle school counseling

Experience: Three years of teaching, counseling, or other experience working with children in grades K-8.

This is a twelve (12) month position.

Teaching Positions at CVCS

Positions Available:

Subject to sufficient budget, positions in the school may include, but not be limited to, the following disciplines: English Language Arts, Mathematics, Social Studies, Special Education, Science, Foreign Language, Physical Education, Art, Music

Eligibility Requirements:

Appropriate credentials and South Carolina teaching certificate with a history of good performance ratings.

Duties and Responsibilities:

Roles in small schools are varied and complex and serious consideration will be given to applicants who demonstrate, through their resume, cover letter and interview, experience and/or commitment to the following essential aspects:

- Summer planning and curriculum work. Advance notice of the dates will be supplied, and those who attend will be compensated according to the employee handbook guidelines. Teacher participation in the activities is mandatory, as the activities are important for the development of the school. Note that summer professional development will be three weeks long.
- Participation in before/after school activities and/or Saturday tutoring programs. Advance notice of the dates will be supplied, and those who attend will be compensated according to the staff handbook guidelines. Teacher participation in the activities is required, as the activities are very important for the development of the school.
- Practice an open-door policy and develop best practice pedagogy to facilitate professional growth and collaboration
- Ability to foster student personal growth through a system of consistent and continuous descriptive feedback and to provide the necessary resources to help meet the individual needs of every student.
- Ability and availability to coordinate special programs geared to high student achievement and engagement
- Ability to guide students through their own learning experiences

SELECTION CRITERIA:

The successful candidate will demonstrate:

- Excellent verbal and writing skills
- Ability to incorporate reading and writing strategies in daily routines and classroom instruction
- Ability to incorporate hands-on and co-operative learning activities

- Ability to develop and use project-based learning units
- Ability to integrate technology into the classroom
- Excellent classroom management skills
- Ability to communicate effectively with colleagues, parents, students, administration, and school partners
- Demonstrate scholarship in respective content area
- Familiarity with professional literature and best practices in content area
- Demonstrate knowledge of literacy strategies and protocols, e.g. the habits of proficient readers.
- Ability to develop in-depth units of study
- Demonstrate ability to engage all students in learning through a variety of instructional practices

In addition to the interview, teacher candidates must present a teaching portfolio, which may include a resume, a one-page statement on philosophy of education, a sample unit of study with at least one lesson plan from the unit, and any exemplary student work collected throughout teaching career.

Applicants must provide three references.

Technology Coordinator

Responsibilities:

- Manage technology strategic plan and budget.
- Oversee infrastructure design (including multi---node LAN/WAN and telephony) and systems implementation.
- Work collaboratively with School District technology departments to manage and support appropriate shared technology services and applications.
- Communicate regularly with school administrators and leaders on school campuses regarding technology issues and concerns.
- Technology vendor RFP management, selection, negotiation and management.
- Set up help desk and asset tracking systems.
- Supervise User Support Technician for servicing users.
- Assist in identification, evaluation, and selection of educational and operational software.
- Develop and implement technology policies, practices and procedures.
- Lead telecommunications projects of strategic impact such as vendor RFP's, migrations across WAN, LAN, Voice and wireless/mobile platforms.

Education: College/technical degree or significant equivalent work experience required.

Preferred skills and work experience:

- Minimum of 5-7 years of technology experience.
- CCNP preferred, CCIE written and CISSP a plus.
- Knowledge of network security tools, security practices as they pertain to telecommunications, firewalls, and a track record of maintaining solid audit posture.
- Knowledge of existing network management tools and emerging tools, architectural concepts and principles.
- Ability to articulate and communicate complex technology concepts effectively in non--technical terms in a compelling manner;
- Ability to analyze complex business/technical problems to define system scope and objectives
- Strong analytical and problem solving skills and ability to manage a project independently.
- Strong documentation and oral, written and communications skills.
- Self-motivated team player, able to set priorities and manage to deadlines.
- Excellent trouble-shooting, communication and customer service skills.
- Exhibits a professional image and presence in making oral and written presentations.

Administrative Assistant/Data Clerk

Responsibilities

- Administer and enforce all enrollment, grading, scheduling standard operating procedures and timelines;
- Submit external reports related to per pupil funding including count day rosters and additional supplemental funding for students with special needs, as well as grant related and federally mandated reports such as the annual 3% verification of meals eligibility, and civil rights data collection.
- Verify annual Adequate Yearly Progress (AYP) / No Child Left Behind (NCLB) report cards for accuracy and submit appeals when data errors exist.
- Compile longitudinal data sets linking historical standardize test score data, internal assessments, and other academic or non academic data elements.
- Development and maintenance of school performance dashboards that are aligned to the organizations performance management framework key metrics.
- Develop custom reports such report cards, truancy and discipline letters as well as other customizations to the system
- Assisting in purchasing, transportation, travel arrangements, and field trips;
- Performing scheduling duties;
- Collecting data required for the preparation of reports to the Board of Directors, sponsoring district, and other appropriate bodies;
- Answering phones;
- Welcoming parents, children, and guests to the school;
- Coordinating mailings and copying;
- Other duties, as assigned.

Qualifications

- High school diploma or higher degree;
- Demonstrated organizational and writing skills;
- Ability to meet established deadlines
- Prior experience in an administrative assistant position;
- Demonstrated ability to relate well to adults and children.

Appendix R – Key Employee Policies

**The following is a sample sections for an employee handbook that may be used at CVCS. The Board will engage the services of an attorney specializing in human resource management and at will employment during the planning year to develop the final handbook.*

We have written several notes in brackets or red text to indicate particular areas where the School Leader and or board must make a designation for the final version of this handbook.

This CVCS Employee Handbook will establish policies, procedures, and working conditions that will be followed by all CVCS employees as a condition of their employment at the school. The Standards of Conduct describe the expected actions and behaviors of employees while conducting school business.

The CVCS Employee Handbook will not be a contract of employment nor is it intended to create contractual obligations for the school of any kind.

Employment at CVCS is on an “at will” basis, which means that you, the employee, **or** CVCS, may terminate the employment relationship at any time, for any reason, with or without cause. The policies and procedures outlined in this handbook will be applied at the discretion of CVCS. CVCS reserves the right to deviate from the policies, procedures, and working conditions described in this handbook. Furthermore, the school reserves the right to withdraw or change the policies, procedures, and working conditions described in this handbook at any time, for any reason, and without prior notice.

CVCS will make every effort to notify employees when an official change in policy or procedure has been made but employees are responsible for their own up-to-date knowledge about School policies, procedures, and working conditions.

CVCS values the talents and abilities of our employees and seeks to foster an open, cooperative, and dynamic environment in which employees and the school alike can thrive. The school provides an Open Door Policy under which employees are encouraged to take problems to the next level of management if they are unable to resolve a situation with their direct supervisor.

CVCS is an equal opportunity employer. Religion, age, gender, national origin, race, or color does not affect hiring, promotion, development opportunities, pay, or benefits. CVCS provides for fair treatment of employees based on merit. The school complies with all applicable federal, state, and local labor laws and statutes.

Please review the policies, procedures, and working conditions described in this DRAFT handbook. You will be asked to affirm that you have read, understand, agree to abide by, and acknowledge your receipt of this employee handbook and employee Standards of Conduct.

EMPLOYMENT AT-WILL POLICY

The school does not offer tenured or guaranteed employment. Either the school or the employee can terminate the employment relationship at any time, with or without cause, with or without notice.

This **at-will employment relationship** exists regardless of any other written statements or policies contained in this Handbook or any other School documents or any verbal statement to the contrary.

EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of the school to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability or any other characteristic protected by law. CVCS complies with applicable state and local laws governing non-discrimination in employment.

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY

The school is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, the school expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice, harassment or sexual harassment.

Definitions of Harassment

Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (ii) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature. Sex-based harassment that is, harassment not involving sexual activity or language (e.g., male manager yells only at female employees and not males) may also constitute discrimination if it is severe or pervasive and directed at employees because of their sex.

Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, national origin, age, disability or any other characteristic protected by law or that of his/her relatives, friends or associates, and that: (i) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (ii) has the purpose or effect of unreasonably interfering with an individual's work performance; or (iii) otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings and business-related social events.

Individuals and Conduct Covered

These policies apply to all applicants and employees, and prohibit harassment, discrimination and retaliation whether engaged in by fellow employees, by a supervisor or manager or by someone not directly connected to the school (e.g., an outside vendor or consultant).

Retaliation Is Prohibited

The school prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action.

Procedure for Reporting an Incident of Harassment, Discrimination or Retaliation

The school strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct that they believe is contrary to the school's policy or who have concerns about such matters should file their complaints with their immediate supervisor before the conduct becomes severe or pervasive. However, if you are uncomfortable filing your complaint with your immediate supervisor, you may bring the matter to the attention of the School Leader.

IMPORTANT NOTICE TO ALL EMPLOYEES:

Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing legal action. Also, please note, federal, state and local discrimination laws establish specific time frames for initiating a legal proceeding pursuant to those laws.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, the school strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. The school will make every effort to stop alleged harassment before it becomes severe or pervasive, but can only do so with the cooperation of its staff/employees.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

The Investigation

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly, thoroughly and impartially. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge.

Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action.

Responsive Action

Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and appropriately. Responsive action may include, for example, training, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reduction of wages, demotion, reassignment, temporary suspension without pay or termination, as the school believes appropriate under the circumstances.

Individuals who have questions or concerns about these policies should talk with the School Leader, a human resources representative, or the school Board of Directors.

Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions in order to avoid allegations of harassment. The law and the policies of the school prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further these policies, not to form the basis of an exception to them.

AMERICANS WITH DISABILITIES ACT POLICY STATEMENT

The school is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA). It is the school's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, the school will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made the school aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the school.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should inform the School Leader. The school encourages individuals with disabilities to come forward and request reasonable accommodation.

Procedure for Requesting an Accommodation through the ADA

On receipt of an accommodation request, the School Leader and your supervisor will meet with you to discuss and identify the precise limitations resulting from the disability and the potential accommodation that the school might make to help overcome those limitations.

The school will determine the feasibility of the requested accommodation considering various factors, including, but not limited to the nature and cost of the accommodation, the availability of tax credits and deductions, outside funding, the school's overall financial resources and organization, and the accommodation's impact on the operation of the school, including its impact on the ability of other employees to perform their duties and on the school's ability to conduct business.

The school will inform the employee of its decision on the accommodation request or on how to make the accommodation. If the accommodation request is denied, employees will be advised of their right to appeal the decision by submitting a written statement explaining the reasons for the request. If the request on appeal is denied, that decision is final.

The ADA does not require the school to make the best possible accommodation, to reallocate essential job functions, or to provide personal use items (i.e., eyeglasses, hearing aids, wheelchairs etc.).

An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against based on a disability should notify the Board of Directors. All such inquiries or complaints will be treated as confidential to the extent permissible by law.

EMPLOYEE CLASSIFICATIONS

- Exempt
- Non Exempt

EMPLOYEE CATEGORIES

- Regular FT
- Regular PR
- Temporary
- On Call
- Seasonal

EMPLOYMENT OF RELATIVES

Members of an employee's immediate family will be considered for employment on the basis of their qualifications. Immediate family may not be hired, however, if employment would:

- i. Create a supervisor/subordinate relationship with a family member;
- ii. Have the potential for creating an adverse impact on work performance; or
- iii. Create either an actual conflict of interest or the appearance of a conflict of interest.

This policy must also be considered when assigning, transferring, or promoting an employee. For the purpose of this policy, immediate family includes: spouse, parent,

Employees who become immediate family members or establish a romantic relationship may continue employment as long as it does not involve any of the above. If one of the conditions outlined should occur, attempts will be made to find a suitable position within the school to which one of the employees will transfer. If employees become immediate family members or establish a romantic relationship, the School Leader will make reasonable efforts to assign job duties so as to minimize problems of supervision, safety, security or morale. If accommodations of this nature are not feasible, the employees will be permitted to determine which of them will resign. If the employees cannot make a decision, the School Leader will decide in his or her sole discretion who will remain employed.

OR

The employment of relatives can cause various problems, including charges of favoritism, conflicts of interest, family discord and scheduling conflicts that work to the disadvantage of both CVCS and its employees. Therefore, it is the policy of the school not to hire a close relative of any current employee in any capacity. For purposes of this policy, the term "close relative" includes

the following relationships, whether established by blood, marriage, or other legal action; mother, father, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, step-child, aunt, uncle, nephew, niece or cousin.

When a situation occurs which results in a violation of this policy (whether because of the marriage of two employees or some other circumstance), one of the employees involved will be required to resign or otherwise be discharged. Employees will be permitted to determine which of them will resign and will be required to inform the school of their decision within a two-month period after the violation begins. If the employees cannot make a decision, the school will decide in its sole discretion who will remain employed.

This policy does not apply to “close relatives” who already are employed by the school as of the effective date of this policy. This waiver, however, may not be used as a basis for further exceptions subsequent to the effective date of this policy.

REFERENCE CHECKS

All inquiries regarding a current or former school employee must be referred to the School Leader.

Should an employee receive a written request for a reference, he/she should refer the request to the School Leader for handling. No school employee may issue a reference letter on behalf of the school to any current or former employee.

Under no circumstances should any school employee release any information about any current or former school employee over the telephone. All telephone inquiries regarding any current or former employee of the school must be referred to the School Leader.

In response to an outside request for information regarding a current or former school employee, the School Leader will furnish or verify only an employee’s name, dates of employment, job title and the essential functions of the position.

MILITARY LEAVE

An employee who is a member of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted unpaid leave of absence for military service, training or related obligations in accordance with applicable law. At the conclusion of the leave, upon the satisfaction of certain conditions, an employee generally has a right to return to the same position he or she held prior to the leave or to a position with like seniority, status and pay that the employee is qualified to perform.

Continuation of Health Benefits

During a military leave of less than 31 days, an employee is entitled to continued group health plan coverage under the same conditions as if the employee had continued to work. For military leaves of more than 30 days, an employee may elect to continue his/her health coverage for up to 24 months of uniformed service, but may be required to pay all or part of the premium for the continuation coverage. [NOTE: Employees and/or dependents who elect to continue their coverage may not be required to pay more than 102% of the full premium for the coverage elected. The premium is to be calculated in the same manner as that required by COBRA.]

Leave for Active or Reserve Duty

Upon receipt of orders for active or reserve duty, an employee should notify his/her supervisor, as

well as Human Resources, as soon as possible, and submit a copy of the military orders to his/her supervisor and the School Leader (unless he/she is unable to do so because of military necessity or it is otherwise impossible or unreasonable).

Leave for Training and Other Related Obligations (e.g., fitness for service examinations)

Employees will also be granted time off for military training (normally 14 days plus travel time) and other related obligations, such as for an examination to determine fitness to perform service. Employees should advise their supervisor and/or department head of their training schedule and/or other related obligations as far in advance as possible.

Return from Military Leave - Notice Required

Upon return from military service, an employee must provide notice of or submit an application for reemployment in accordance with the following schedule:

- 1) An employee who served for less than 31 days or who reported for a fitness examination, must provide notice of reemployment at the beginning of the first full regular scheduled work period that starts at least eight hours after the employee has returned from the location of service.
- 2) An employee who served for more than 30 days, but less than 181 days, must submit an application for reemployment no later than 14 days after completing his/her period of service, or, if this deadline is impossible or unreasonable through no fault of the employee, then on the next calendar day when submission becomes possible.
- 3) An employee who served for more than 180 days must submit an application for reemployment no later than 90 days after the completion of the uniformed service.
- 4) An employee who has been hospitalized or is recovering from an injury or illness incurred or aggravated while serving must report to the School Leader (if the service was less than 31 days), or submit an application for reemployment (if the service was greater than 30 days), at the end of the necessary recovery period (but which may not exceed two years).

Required Documentation

An employee whose military service was for more than 30 days must provide documentation within two weeks of his/her return (unless such documentation does not yet exist or is not readily available) showing the following:

- (i) the application for reemployment is timely (i.e. submitted within the required time period);
- (ii) the period of service has not exceeded five years; and
- (iii) the employee received an honorable or general discharge.

Workers' Compensation Insurance

All employees are covered by workers' compensation insurance, which compensates an employee for lost time, medical expenses, and loss of life or dismemberment from an injury arising out of or in the course of work. Employees must report any accident or injury immediately to his/her supervisor and the School Leader or human resources representative so that the necessary paperwork may be completed.

DRUG & ALCOHOL ABUSE

Manufacture, distribution, dispensation, possession, or use of any illegal drug, alcohol, or controlled substance while on the school's premises is strictly prohibited. These activities constitute serious violations of the school rules, jeopardize the school and can create situations that are unsafe or that substantially interfere with job performance. Employees in violation of the policy are subject to appropriate disciplinary action, up to and including dismissal. Additionally, the school reserves the right to require an employee to undergo a medical evaluation under appropriate circumstances.

[Employers with federal grants who are complying with the Drug-Free Workplace Act (41 U.S.C. D 701) should give employees a separate sheet at the onset of employment with the information contained in the preceding paragraph. The sheet should state that the employee must abide by the terms of the statement, and the employee is obligated to notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. For employers complying with the Drug-Free Workplace Act, the following language may also be added: "the school has established a drug-free awareness program which informs employees about the dangers of drug abuse in the workplace, the school's policy of maintaining a drug-free workplace, the school's employee assistance program, and the penalties imposed for violations of this policy."]

VIOLENCE IN THE WORKPLACE

The school strongly believes that all employees should be treated with dignity and respect. Acts of violence will not be tolerated. Any instances of violence must be reported to the employee's supervisor and/or the human resources representative. All complaints will be fully investigated.

The school will promptly respond to any incident or suggestion of violence. Violation of this policy will result in disciplinary action, up to and including immediate discharge.

ACCIDENTS AND EMERGENCIES

Maintaining a safe work environment requires the continuous cooperation of all employees. The school strongly encourages employees to communicate with fellow employees and their supervisor regarding safety issues.

All employees will be provided care, first-aid and emergency service, as required, for injuries or illnesses while on school premises. Employees should contact their supervisor, the nearest supervisor, and/or 911 in the event of an accident or emergency.

If an employee is injured on the job, the school provides coverage and protection in accordance with the Worker's Compensation Law. When an injury is sustained at work, it must be reported immediately to the employee's supervisor, who in turn will notify the School Leader of the incident.

Failure to report accidents is a serious matter as it may preclude an employee's coverage under Worker's Compensation Insurance.

The school provides a safe workplace for all employees. To ensure a safe workplace and to reduce the risk of violence, all employees should review and understand all provisions of this workplace

violence policy.

Prohibited Conduct

We do not tolerate any type of workplace violence committed by or against employees. Employees are prohibited from making threats or engaging in violent activities.

This list of behaviors, while not inclusive, provides examples of conduct that is prohibited.

- Causing physical injury to another person;
- Making threatening remarks;
- Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another individual to emotional distress;
- Intentionally damaging employer property or property of another employee;
- Possession of a weapon while on CVCS property or while on CVCS business;
- Committing acts motivated by, or related to, sexual harassment or domestic violence.

Reporting Procedures

Any potentially dangerous situations must be reported immediately to a supervisor or the human resource representative. Reports can be made anonymously and all reported incidents will be investigated. Reports or incidents warranting confidentiality will be handled appropriately and information will be disclosed to others only on a need-to-know basis. All parties involved in a situation will be counseled and the results of investigations will be discussed with them. The school will actively intervene at any indication of a possibly hostile or violent situation.

Risk Reduction Measures

Hiring: The school takes reasonable measures to conduct background investigations to review candidates' backgrounds and reduce the risk of hiring individuals with a history of violent behavior.

Safety: The school conducts annual inspections of the premises to evaluate and determine any vulnerabilities to workplace violence or hazards. Any necessary corrective action will be taken to reduce all risks.

Individual Situations: While we do not expect employees to be skilled at identifying potentially dangerous persons, employees are expected to exercise good judgment and to inform the School Leader if any employee exhibits behavior which could be a sign of a potentially dangerous situation. Such behavior includes:

- Discussing weapons or bringing them to the workplace;
- Displaying overt signs of extreme stress, resentment, hostility, or anger;
- Making threatening remarks;
- Sudden or significant deterioration of performance;
- Displaying irrational or inappropriate behavior.

Dangerous/Emergency Situations

Employees who confront or encounter an armed or dangerous person should not attempt to

challenge or disarm the individual. Employees should remain calm, make constant eye contact and talk to the individual. If a supervisor can be safely notified of the need for assistance without endangering the safety of the employee or others, such notice should be given. Otherwise, cooperate and follow the instructions given.

Enforcement

Threats, threatening conduct, or any other acts of aggression or violence in the workplace will not be tolerated. Any employee determined to have committed such acts will be subject to disciplinary action, up to and including termination. Non-employees engaged in violent acts on the employer's premises will be reported to the proper authorities and fully prosecuted.

OPEN DOOR POLICY

[Note: This policy is an informal Complaint Procedures Policy and may be substituted by the more formal Internal Complaint Procedures Policy below.]

The school promotes an atmosphere whereby employees can talk freely with members of the management staff. Employees are encouraged to openly discuss with their supervisor any problems so appropriate action may be taken. If the supervisor cannot be of assistance, the School Leader is available for consultation and guidance. The school is interested in all of our employees' success and happiness with us. We, therefore, welcome the opportunity to help employees whenever feasible.

INTERNAL COMPLAINT PROCEDURES POLICY

[Note: This policy is a more formal Complaint Procedures Policy and may be substituted by the less formal Open Door Policy above.]

To foster sound employee-employer relations through communication and reconciliation of work-related problems, the school provides employees with an established procedure for expressing employment related concerns.

In situations where employees feel a complaint is in order, the following steps should be taken:

- 1 If an employee believes that he/she has a legitimate work-related complaint, the employee is encouraged to first attempt to resolve the issue(s) through discussions with his/her immediate supervisor.
- 2 If the situation is not resolved within five working days from the time the complaint is discussed with the employee's immediate supervisor, barring extenuating circumstances, it should be brought to the attention of the next level supervisor or the School Leader with written documentation. The school will attempt to resolve the complaint within a reasonable period of time while preserving the confidentiality and privacy of those involved to the extent feasible.

ATTENDANCE, PUNCTUALITY AND DEPENDABILITY

Because CVCS depends heavily upon its employees, it is important that employees attend work as scheduled. Dependability, attendance, punctuality, and a commitment to do the job right are essential at all times. As such, employees are expected at work on all scheduled work days and during all scheduled work hours and to report to work on time. Moreover, an employee must notify his/her supervisor or the School Leader as far in advance as possible, but not later than one hour

before his/her scheduled starting time if he/she expects to be late or absent. This policy applies for each day of his/her absence. An employee who fails to contact his/her immediate supervisor or the School Leader may be considered as having voluntarily resigned. A careful record of absenteeism and lateness is kept by the employee's supervisor and becomes part of the personnel record. To the extent permitted by law, absenteeism and lateness lessen an employee's chances for advancement and may result in dismissal.

E-MAIL POLICY

Every CVCS employee is responsible for using the electronic mail (E-mail) system properly and in accordance with this policy. Any questions about this policy should be addressed to the School Leader.

The E-mail system is the property of CVCS. It has been provided by CVCS for use in conducting CVCS business. All communications and information transmitted by, received from, or stored in this system are CVCS records and property of CVCS. The E-mail system is to be used for school purposes only. Use of the E-mail system for personal purposes is prohibited.

Employees have no right of personal privacy in any matter stored in, created, received, or sent over the CVCS mail system.

CVCS, in its discretion as owner of the E-mail system, reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the E-mail system, for any reason and without the permission of any employee.

Even if employees use a password to access the E-mail system, the confidentiality of any message stored in, created, received, or sent from the CVCS E-mail system still cannot be assured. Use of passwords or other security measures does not in any way diminish CVCS's rights to access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to the Technology Coordinator as E-mail files may need to be accessed by the school in an employee's absence.

Employees should be aware that deletion of any E-mail messages or files will not truly eliminate the messages from the system. All E-mail messages are stored on a central back-up system in the normal course of data management.

Even though CVCS has the right to retrieve and read any E-mail messages, those messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail messages that are not sent to them. Any exception to this policy must receive the prior approval of CVCS.

CVCS's policies against sexual or other harassment apply fully to the E-mail system, and any violation of those policies is grounds for discipline up to and including discharge. Therefore, no E-mail messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law.

The E-mail system may not be used to solicit for religious or political causes, commercial enterprises, outside organizations, or other non-job related solicitations.

The E-mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from CVCS management. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor

of not transferring the information and consult the Technology Coordinator.

Users should routinely delete outdated or otherwise unnecessary E-mails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. E-mails are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write E-mail communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on CVCS letterhead.

Because E-mail records and computer files may be subject to discovery in litigation, CVCS employees are expected to avoid making statements in E-mail or computer files that would not reflect favorably on the employee or CVCS if disclosed in a litigation or otherwise.

Any employee who discovers misuse of the E-mail system should immediately contact the Technology Coordinator.

Violations of CVCS's E-mail policy may result in disciplinary action up to and including discharge.

CVCS reserves the right to modify this policy at any time, with or without notice.

Employees are required to sign an E-mail and Internet Policy Acknowledgment Form as a condition of employment. The form is to be signed on acceptance of an employment offer by CVCS.

INTERNET USE POLICY

Certain employees may be provided with access to the Internet to assist them in performing their jobs. The Internet can be a valuable source of information and research. In addition, e-mail can provide excellent means of communicating with other employees, our students, outside vendors, and other businesses. Use of the Internet, however, must be tempered with common sense and good judgment.

If you abuse your right to use the Internet, it will be taken away from you. In addition, you may be subject to disciplinary action, including possible termination, and civil and criminal liability.

Your use of the Internet is governed by this policy and the E-Mail Policy.

Disclaimer of liability for use of Internet. CVCS is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk.

Management approval is required before anyone can post any information on the Internet on behalf of the school. Any approved material that is posted should obtain all proper copyright and trademark notices. Absent prior approval from CVCS to act as an official representative of CVCS, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of the school."

Duty not to waste computer resources. Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in online chat groups, printing multiple copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

No expectation of privacy. The computers and computer accounts given to employees are to assist them in performance of their jobs. Employees should not have an expectation of privacy in anything they create, store, send, or receive on the computer system. The computer system belongs to CVCS and may only be used for business purposes.

Monitoring computer usage. CVCS has the right, but not the duty, to monitor any and all of the aspects of its computer system, including, but not limited to, monitoring sites visited by employees on the Internet, monitoring chat groups and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing e-mail sent and received by users.

Blocking inappropriate content. CVCS may use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by our networks. In the event you nonetheless encounter inappropriate or sexually explicit material while browsing on the Internet, immediately disconnect from the site, regardless of whether the site was subject to blocking software.

Prohibited activities. Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful, inappropriate, offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law), or violative of CVCS's equal employment opportunity policy and its policies against sexual or other harassment may not be downloaded from the Internet or displayed or stored in CVCS's computers. Employees encountering or receiving this kind of material should immediately report the incident to their supervisors or the School Leader. CVCS's equal employment opportunity policy and its policies against sexual or other harassment apply fully to the

Illegal copying. Employees may not illegally copy material protected under copyright law or make that material available to others for copying. You are responsible for complying with copyright law and applicable licenses that may apply to software, files, graphics, documents, messages, and other material you wish to download or copy. You may not agree to a license or download any material for which a registration fee is charged without first obtaining the express written permission of Technology Coordinator.

Accessing the Internet. To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to CVCS's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to CVCS's network.

Virus detection. Files obtained from sources outside CVCS, including disks brought from home; files downloaded from the Internet, newsgroups, bulletin boards, or other online services; files attached to e-mail; and files provided by students may contain dangerous computer viruses that may damage CVCS's computer network. Employees should never download files from the Internet, accept e-mail attachments from outsiders, or use disks from nonCVCS sources, without first scanning the material with CVCS-approved virus checking software. If you suspect that a

virus has been introduced into CVCS's network, notify the Technology Coordinator immediately.

Sending unsolicited e-mail (spamming). Without the express permission of their supervisors, employees may not send unsolicited e-mail to persons with whom they do

Use of the Internet via CVCS's computer system constitutes consent by the user to all of the terms and conditions of this policy.

ON SCREEN E-MAIL DISCLAIMER

"This E-mail network is a private information system of CVCS. Individuals using this system expressly consent to monitoring of their activities. Anyone using this system in violation of CVCS's E-mail and Internet policy may be subject to disciplinary action, up to and including discharge."

EMPLOYER INFORMATION AND PROPERTY

The protection of CVCS business information, property and all other CVCS assets are vital to the interests and success of CVCS. No CVCS related information or property, including without limitation, documents, files, records, computer files, equipment, office supplies or similar materials (except in the ordinary course of performing duties on behalf of CVCS) may, therefore, be removed from CVCS's premises. In addition, when an employee leaves CVCS, the employee must return to CVCS all CVCS related information and property that the employee has in his/her possession, including without limitation, documents, files, records, manuals, information stored on a personal computer or on a computer disc, supplies, and equipment or office supplies. Violation of this policy is a serious offense and will result in appropriate disciplinary action, up to and including discharge.

USE OF CVCS EQUIPMENT AND COMPUTER SYSTEMS

CVCS provides any supplies, uniforms, equipment, automobiles and materials necessary for you to perform your job. These items are to be used solely for CVCS's purposes. Employees are expected to exercise care in the use of CVCS equipment and property and use such property only for authorized purposes. Loss, damages or theft of CVCS property should be reported at once. Negligence in the care and use of CVCS property may be considered grounds for discipline, up to and including termination.

CVCS's equipment, such as telephone, postage, facsimile and copier machine, is intended to be used for business purposes. An employee may only use this equipment for non-business purposes in an emergency and only with the permission of his or her supervisor. Personal usage, in an emergency, of these or other equipment that results in a charge to CVCS should be reported immediately to your supervisor or accounting so that reimbursement can be made.

Upon termination of employment, the employee must return all CVCS property, uniforms, equipment, work product and documents in his or her possession or control.

USE OF THE CVCS COMPUTER SYSTEM

It is the policy of CVCS that the use of its computers and software is limited solely to code into the computer system. Employees are not allowed to use the computer system for their personal benefit. Employees are strictly forbidden from installing software on the system. Further, this policy reaffirms that CVCS's employees have no reasonable expectation of privacy with respect to

any computer hardware, software, electronic mail or other computer or electronic means of communication or storage, whether or not employees have private access or an entry code into the computer system. CVCS reserves the right to monitor the use of its computer system.

OR

An employee's occasional use of CVCS's computer facilities to type a paper for an educational course or prepare an announcement for a charitable event is acceptable. However, in order to keep these uses to a reasonable level, approval to use the system in such a manner must be given by the employee's supervisor. Moreover, please be aware that CVCS may purge files on its computer at any time, without notice.

The use of the system for such personal efforts must occur outside of business hours, and any files created are to be deleted at the end of the project. Also, because of the normal heavy load on the system, these outside projects will not receive priority over late evening operational requirements, system maintenance, or file back-up.

Using the computer facilities for other than educational or charitable activities, following the procedures described above, is not permitted.

INTERNAL INVESTIGATIONS AND SEARCHES

From time to time, CVCS may conduct internal investigations pertaining to security, auditing or work-related matters. Employees are required to cooperate fully with and assist in these investigations if requested to do so.

Whenever necessary, at CVCS's discretion, work areas (i.e., desks, file cabinets, etc.) and personal belongings (i.e., brief cases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate.

CVCS will generally try to obtain an employee's consent before conducting a search of work areas or personal belongings, but may not always be able to do so.

DISMISSALS

Every school employee has the status of **"employee-at-will"**, meaning that no one has a contractual right, express or implied, to remain in school's employ. The school may terminate an employee's employment, or an employee may terminate his/her employment, without cause, and with or without notice, at any time for any reason. No supervisor or other representative of the school has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

The following violations may be grounds for dismissal at the discretion of the school:

- Breach of trust or dishonesty
- Conviction of a felony
- Willful violation of an established policy or rule
- Falsification of CVCS records
- Gross negligence
- Insubordination

- Violation of the Anti-Harassment and/or Equal Employment Opportunity Policies
- Time card or sign-in book violations
- Undue and unauthorized absence from duty during regularly scheduled work hours
- Deliberate non-performance of work
- Larceny or unauthorized possession of, or the use of, property belonging to any co-worker, visitor, or student of the school
- Possession of dangerous weapons on the premises
- Unauthorized possession, use or copying of any records that are the property of the school
- Unauthorized posting or removal of notices from bulletin boards
- Excessive absenteeism or lateness.
- Marring, defacing or other willful destruction of any supplies, equipment or property of the school
- Failure to call or directly contact your supervisor when you will be late or absent from work
- Fighting or serious breach of acceptable behavior
- Violation of the Alcohol or Drug Policy Theft
- Violation of the school's Policies
- Gambling, conducting games of chance or possession of such devices on the premises or during work hours
- Leaving the work premises without authorization during work hours.
- Sleeping on duty

This list is intended to be representative of the types of activities that may result in disciplinary action. It is not exhaustive, and is not intended to be comprehensive and does not change the employment-at-will relationship between the employee and CVCS.

In the event of dismissal for misconduct, all benefits end at the end of the month. COBRA may not be available to anyone dismissed from the school for gross misconduct.

DISCIPLINE OTHER THAN IMMEDIATE TERMINATION

All employees are expected to meet the school's standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with CVCS's policies and procedures.

If an employee does not meet these standards, the school may, under appropriate circumstances, take corrective action, other than immediate dismissal.

The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, general compliance with

CVCS's policies and procedures and/or other disciplinary problems.

Written Warnings

The supervisor should discuss the problem and present a written warning to the employee in the presence of the School Leader. This should clearly identify the problem and outline a course of corrective action within a specific time frame. The employee should clearly understand both the corrective action and the consequence (i.e., termination) if the problem is not corrected or reoccurs. The employee should acknowledge receipt of the warning and include any additional comments of their own before signing it. A record of the discussion and the employee's comments should be placed in the employee file.

Employees who have had formal written warnings are not eligible for salary increases, bonus awards, promotions or transfers during the warning period.

Post Resignation/Termination Procedures

Return all the school property-

- CVCS Security Card

- Picture Identification Card

- Office, Classroom, School keys

- CVCS-issued credit cards

- CVCS manuals

- Any additional school-owned or issued property

In order to receive a disbursement of any amounts due from the Retirement Plan, the employee is required to complete and sign a distribution form and submit it to the School Leader. Specific information will be provided at the exit interview. Employees may choose the continuation or waiver of comprehensive medical coverage and dental coverage under COBRA. Specific information will be provided at the exit interview.

Benefits

Benefits (Life, Medical and Dental) end on your last day of employment, [or, last day of the month in which your last day of employment falls]. An employee, unless dismissed for gross misconduct, has the option to convert to individual life insurance, and/or to continue Medical/Dental Benefits in accordance with the Consolidated Omnibus Budget Reconciliation Act ("COBRA") regulations.

Final Paycheck

Employees leaving CVCS must return office keys, corporate credit cards, etc., before their final paycheck can be issued. This final paycheck will be mailed during the next normal pay period. If there are unpaid obligations to CVCS, the final paycheck will reflect the appropriate deductions. [NOTE: some states require accelerated payment of an employee's final paycheck. Please contact an attorney for more details.]

DISCHARGE AND GRIEVANCE PROCEDURES

CVCS employees are employed at-will, which means that the School can discharge an employee, at any time, without notice, for good reason, bad reason or no reason at all. Similarly, an employee may resign his or her employment at any time without notice.

At its option, CVCS may verbally counsel, issue a written warning or issue a final warning to an employee instead of immediately discharging an employee. However, CVCS may discharge any employee at any time should CVCS believe such discharge is in its best interest.

Grievance Procedure

CVCS maintains an employee grievance procedure for those employees who wish to challenge an adverse employment decision. This procedure is available to all employees, but it is not required.

The Procedure is as follows:

A. School employees are encouraged to discuss any concerns regarding their employment with their immediate supervisor. This discussion should occur within ten working days after the event/action which results in the grievance.

B. Should any issue(s) arise between an employee and the immediate supervisor, including, but not limited to performance evaluations and decisions to terminate the employee's services, that cannot be resolved, then the employee may put his or her concerns in writing and submit to the school's Principal or the Principal's designee.

C. The Principal or the Principal's designee will meet with the employee within a reasonable time to attempt to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee by the Principal or the Principal's designee within a period not to exceed ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.

D. If the employee is not satisfied with the proposed resolution, then he or she may appeal the proposed resolution to the School's Board of Directors ("the Board"). The appeal must be filed with the Board in writing within five working days of receipt of the proposed resolution. This appeal must contain the following documents: 1) a copy of the original writing stating the dispute, 2) a copy of the meeting summary and the proposed resolution, and 3) a written statement prepared and signed by the employee stating the specific reasons why the proposed resolution is unacceptable. The appeal must be delivered to the Board's legal counsel or the counsel's designee, and the employee shall be given the name of the Board's current legal counsel upon request.

E. The Board Chair shall select three members of the School's Personnel Committee to review the appeal. This panel, in its sole discretion, may conduct any additional investigation(s) that it deems necessary, including, but not limited to, interviews of the Principal, the employee or any other School employees.

F. The panel shall complete its investigation and submit its findings and conclusions to the Board's legal counsel within 30 days of appointment to the panel.

G. The Board's legal counsel shall present the panel's findings of facts and conclusions to the Full Board at the next scheduled Board meeting. The Board shall then decide what action, if any, that it will take concerning this appeal. The employee shall receive the Board's decision in writing and a summary of any actions that will be taken by the Board, the Principal or the Principal's designee. The Board will also provide a copy of the decision to the Principal.

H. If the Board decides to hold a hearing for the appeal, then the employee shall be given written notice of the time, date and place of the hearing.

I. The Board will attempt to respond to any appeal filed within 30 days upon receipt of any appeal. However, the Board shall respond to all appeals within 45 days of receipt. To comply with this time limitation, the Board may call a special meeting for the limited purpose of issuing its decision concerning the appeal.

This procedure shall be kept as informal and confidential as reasonably possible.

No person associated with a grievance shall be the object of administrative reprisal, sanction or penalty of any kind for either activating or participating in the grievance procedure.

The procedure prescribed herein shall be adhered to in processing employee complaints under Title I of the Education Amendment of 1972 (Sex Discrimination). Because of the Board's desire to resolve grievances and appeals as quickly as possible, there will be no extension of the prescribed time contained in this procedure without a compelling showing of good cause. The purpose of this procedure is to settle personnel grievances and complaints at a level as close as possible to the points of their origin. Proceedings will be informal and confidential whenever possible.

An objective of the administration and Board is that the grievance be settled as quickly as possible; therefore, there will be no extension of the prescribed time for moving through the grievance procedure except upon compelling showing of good cause as determined by the Board in its sole discretion. All appeals for such extension of time will be submitted to the Chairperson of the School's Personnel Committee. **DECISIONS OF THE BOARD ARE FINAL.**

Appendix S – Insurance Documents

Carolina Voyager Charter School has the ability to secure insurance with a South Carolina licensed insurance company, Insurance People of Durham, NC. Below are the **estimated annual premiums**:

Property Premium Estimate **\$1,400**

Contents	\$200,000
Deductible	\$2,500
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$3,074**

Rating Basis:	
Students	92
Faculty	11

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate
School District & Educators Legal Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), its school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the “educational institution”.

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

Sponsor, Charleston County School District, shall be additional insured with regard to General Liability.

Fidelity Bond Estimate **\$332**

Limit	\$250,000
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Carolina Voyager School Charter Application

Auto Premium Estimate	\$181
Hired & Non Owned Autos Only	
Limit of Liability	\$1,000,000
Head of Class Endorsement	\$82
Workers Compensation Premium Estimate	\$2,249
Statutory State- SC	
Employers Liability	\$500/\$500/\$500
Payroll Estimate	\$365,000
Umbrella Premium Estimate	\$2,387
Limit of Liability	\$1,000,000
TOTAL ESTIMATED PREMIUM	\$9,705

Student Accident Coverage \$7.00 per student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

South Carolina license #401162

04/26/13

Appendix U - Building, Facilities, and Equipment Needs

Below is a time line based on a realistic approach for renovating an existing facility in downtown Charleston. These dates are subject to change in the required design and construction of the chosen building:

Activity	Start Date	Duration	End Date
Select Location(s)	8/1/13	8 weeks	9/30/13
Prepare Site Documents for Committee	10/1/13	2 weeks	10/15/13
Review with Committee	10/17/13	1 day	
Modifications	10/18/13	1 week	10/24/13
Committee Approval	10/25/13	1 week	10/31/13
Permitting and Submittal to City of Charleston and State Dept. of Education Office of Facilities	11/1/13	6 weeks	12/13/13
Advertise for Construction Bids	12/14/13	4 weeks	1/10/14
Pre-Bid Conference	12/20/13	1 day	
Bid Review/Approval	1/10/14	2 weeks	1/24/14
Award Contract	1/27/14	1 day	
Pre-Construction	1/27/14	4 weeks	2/24/14
Construction	2/24/14	22 weeks	8/1/14
Obtain Certificate of Occupancy	8/4/14		
Faculty/Staff Move In	8/4/14	2.5 weeks	8/20/13
School Begins	~8/20/13		